respect resilience responsibility

Exams Policy

Date: November 2025

Review Date: November 2026

Woodlands Community College

Exams Policy

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Purpose of the policy

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

This policy will be communicated to all relevant centre staff.

The Policy can be accessed by all staff on the school's shared drive and will be published onto the school's website.

Roles and responsibilities overview

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

The head of centre may not appoint themselves as the examinations officer."

Head of Centre and assistant Headteacher - Exams

- 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) (and the instructions for conducting controlled assessment and coursework)

- Ensures the centre has appropriate accommodation to support the size of the cohorts being taught;
- Ensures the National Centre Number Register Annual Update (administered on behalf of the JCQ member awarding bodies by OCR) is responded to by the end of October confirming they are both aware of and adhering to the latest version of the JCQ regulations and instructions for conducting examinations and approves the Head of Centre formal declaration;
- Ensures the exams team attend 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 a named member of staff acts as the Special Educational Needs Co-ordinator (SENCo);
- 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 Exams team;
- Ensures "that a teacher, teaching assistant, a tutor or a senior member of centre staff who teaches the subject being examined or a learning support assistant who has supported one or more candidates, is not an invigilator during the examination". In exceptional circumstances, a teaching assistant or a learning support assistant, who has supported one or more candidates in the room, may act as an invigilator. However, they must not be the sole invigilator. Where a candidate with a particular need is accommodated in another room and their allocated teaching assistant or learning support assistant must act as the invigilator, another invigilator will be required.

- Ensures security within the examination process is managed according to JCQ and awarding body regulations, guidance and instructions including:
  - the location of the centre's secure storage unit is in an area solely assigned to examinations;
  - the relevant awarding body is immediately informed if the security of question papers or confidential supporting instructions is put at risk;
  - those arrangements are in place to check that the correct question paper packets opened by authorised members of centre staff;

- Ensures risks to the exam process are assessed and appropriate risk management processes/contingency plans are in place (that allows the HoC to act immediately in the event of an emergency or staff absence).
- to award and allocate word processors for examinations.

The Examination Period

Pre-exams:

Entries

Submitting entries

Exams Teams

- Requests final entry information from HoDs in a timely manner to ensure awarding body external deadlines for submission can be met.
- Informs HoDs of subsequent deadlines for making changes to final entry information without charge.
- Confirms with HoDs final entry information that has been submitted to awarding bodies.
- Ensures as far as possible that entry processes minimise the risk of entries or registrations being missed reducing the potential for late or other penalty fees being charged by awarding bodies.

Head of Department

- Provides information requested by the Exams officer to the internal deadline.
- Informs the Exams officer immediately, or at the very least prior to the deadlines, of any subsequent changes to final entry information, which includes
  - changes to candidate personal details
  - amendments to existing entries
  - withdrawals of existing entries
- Checks final entry submission information provided by the Exams officer and confirms information is correct

Entry fees

Candidates on roll or departments will not be charged for initial entries, 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 exam series.

External candidates will pay for their entry fees and any costs associated with changes to their entries.

Late entries

Exams Team

- Has clear entry procedures in place to minimise the risk of late entries.
- Charges any late or other penalty fees to departmental budgets.

Head of Department

- Minimises the risk of late entries by:
  - following procedures identified by the Exams officer in relation to making final entries on time;
  - meeting internal deadlines identified by the Exams officer for making final entries.

Re-sit entries

Re-sit entries provided by HoDs are paid for by the centre. Those not supported by the Head of Department and requested by the candidate will be paid for by the candidate.

Exams Team

- Provides information to relevant centre staff/candidates on transferring credit for GCE AS qualifications.
- Meets the awarding body deadline for requesting transfer of credit.

Teaching staff

- Identify affected candidates to the Exams Team.

Candidate statements of entry

Exams Team

- Provides candidates with statements of entry for checking.

Teaching staff

- Ensure candidates check statements of entry and return any relevant confirmation required to the Exams officer.

Candidates

- Confirm entry information is correct or notify the Exams Team of any discrepancies.

Planning: Roles and Responsibilities

Information sharing

Head of Centre

- Directs relevant centre staff to annually updated JCQ publications including GR, ICE, AA, SMEA and NEA (and the instructions for conducting controlled assessment and coursework).

Exams Team

- Signposts relevant centre staff to JCQ publications and awarding body documentation relating to the exams process that has been updated.
- Signposts relevant centre staff to JCQ information that should be provided to candidates.
- As the centre administrator, approves relevant access rights for centre staff to access awarding body secure extranet sites.

Information gathering

Exams Team

- Undertakes an annual information gathering exercise in preparation for each new academic year to ensure data about all qualifications being delivered is up to date and correct.
- Collates all information gathered into one central point of reference.
- Researches awarding body guidance to identify administrative processes, key tasks, key dates and deadlines for all relevant qualifications.
- Produces an annual exams plan of key tasks and key dates to ensure all external deadlines can be effectively met; informs key centre staff of internal deadlines.

Head of Department

- Responds (or ensures teaching staff respond) to requests from the Exams officer on information gathering.
- Meets the internal deadline for the return of information.
- Informs the Exams officer of any changes to information in a timely manner, minimising the risk of late or other penalty fees being incurred by an awarding body.
- Notes the internal deadlines in the annual exams plan and directs teaching staff to meet these.

Briefing candidates

Exams Team

- Issues individual exam timetable information to candidates
- Prior to exams issues relevant JCQ information for candidate's documents
- Where relevant, issues relevant awarding body information to candidates
- Issues centre exam information to candidates including information on:
  - exam clashes
  - arriving late for an exam - absence or illness during exams
  - what equipment is/is not provided by the centre
  - food and drink in exam rooms
  - wrist watches in exam rooms
  - when and how results will be issued and the staff that will be available
  - the post-results services and how the centre deals with requests from candidates - when and how certificates will be issued

Timetabling and rooming

Exams team

- Produces a master centre exam timetable for each exam series.
- Identifies and resolves candidate exam clashes (only applying overnight supervision arrangements in rare and exceptional circumstances and as a last resort).
- Identifies exam rooms and specialist equipment requirements.
- Allocates invigilators to exam rooms (or where supervising candidates due to a timetable variation) according to required ratios.
- Liaises with site staff to ensure exam rooms are set up according to JCQ and awarding body requirements.
- Liaises with the SENCo regarding rooming of access arrangement candidates.

Conducting exams

Exam papers and materials

Exams team

- At point of delivery, organises exam question papers and associated confidential resources in date order in secure storage.
- Attaches erratum notices received to relevant exam question paper packets.
- Collates attendance registers and examiner details in date order.
- Regularly checks mail or inbox for updates from awarding bodies.
- In order to avoid potential breaches of security, ensures prior to question paper packets being opened that another member of staff or an invigilator checks the time, date and paper details.

- Where paper packets must be split between exam rooms, this must occur no more than 60 minutes prior to the examinations start time, it should be opened in the secure exams room and papers should be kept in the original packaging or in a sealed envelope to maintain security.
- Where allowed by the awarding body, only releases exam papers and materials to teaching departments for teaching and learning purposes after the published finishing time of the exam, or until any clash candidates have completed the exam.
- Where an oral language modifier, communication professional or live speaker is approved give access to the paper to them 60 minutes before the published start time of the examination.

Security of exam materials

Exams Officer

- Has a process in place to record confidential materials delivered to the centre and issued to authorised staff.
- Has in place a recording system to track confidential materials taken from or returned to secure storage throughout the time the material is confidential.
- Receives, checks and securely stores question papers and other exam materials according to JCQ and awarding body requirements.
- For electronic question papers, the security of the paper is paramount throughout the downloading, printing and collating process. Only authorized members of staff can have access to the electronic question papers.

Reception staff

- Follow the process to record confidential materials delivered to the centre and issued to authorised staff.

Teaching staff

- Adhere to the recording system to track confidential materials taken from or returned to secure storage throughout the time the material is confidential.

Exam rooms

Head of Centre

- Ensures only authorised centre staff are present in exam rooms.
- Ensures information relating to food and drink that may be allowed in exam rooms is clearly communicated to candidates.

Exams team

- Ensures exam rooms are set up and conducted as required in the regulations.
- Provides invigilators with appropriate resources to effectively conduct exams.
- Briefs invigilators on exams to be conducted on a session-by-session basis (including the arrangements in place for any transferred candidates).
- Ensures sole invigilators have an appropriate means of summoning assistance.
- Ensures invigilators understand how to deal with candidates who may need to leave the exam room temporarily.
- Provides authorised exam materials which candidates are not expected to provide themselves.
- Ensures invigilators and candidates are aware of the emergency evacuation procedure.
- Ensures invigilators are aware of arrangements in place for a candidate with a disability who may need assistance if an exam room is evacuated.
- A reliable clock is present in all examination rooms and can be clearly read by all candidates.

Senior leaders

- Ensure a documented emergency evacuation procedure for exam rooms is in place.
- Ensure arrangements are in place for a candidate with a disability who may need assistance if an exam room is evacuated.

Site staff

- Ensure exam rooms are available and set up as requested by the Exams officer.
- Ensure grounds or centre maintenance work does not disturb exam candidates in exam rooms.
- Ensure fire alarm testing does not take place during exam sessions.

Invigilators

- Conduct exams in every exam room as instructed in training/update events and briefing sessions.

Seating and identifying candidates in exam rooms

Exams Team

- Ensures a procedure is in place to verify candidate identity including private candidates. Candidates are sent into the exam hall one by one – register taken by appropriate member of staff.

Verifying candidate identity procedure

Exams Team

- Ensures invigilators are aware of the procedure.
- Provides seating plans for exam rooms according to JCQ and awarding body requirements.
- SLT or the Exams Team will be present at the start of the examination to assist with pupil identification if required.

Invigilators

- Follow the procedure for verifying candidate identity provided by the Exams officer.
- Seat candidates in exam rooms as instructed by the Exams officer on the seating plan.

For further details, please refer to our Candidate Identification procedure. Appendix 1

Candidate absence

Invigilators

- Are informed of the policy/process for dealing with absent candidates through training.
- Ensure that confirmed absent candidates are clearly marked as such on the attendance register and seating plan.

Candidates

- Are re-charged relevant entry fees for unauthorised absence from exams.

For further details, please refer to our Candidate Absence Policy. Appendix 2

Candidate belongings

- *Belongings will be locked in the bag store before the start of each exam. Any late arrivals will hand bags to reception for safe keeping.*

Candidate late arrival

Late and very late candidates

- Late candidates arrive after the start of the examination and may be allowed to sit examination at the discretion of the centre. These students should be allowed the full time for the examination.

Exams Officer

- Ensures that candidates who arrive very late for an exam are reported to the awarding body as soon as practically possible after the exam has taken place.
- Warns candidates that their work may not be accepted by the awarding body.

Invigilators

- Are informed of the policy/process for dealing with late/very late arrival candidates through training.
- Ensure that relevant information is recorded on the exam room incident log.

For further details, please refer to our Candidate Late arrival Policy. Appendix 3

Food and Drink (Exams)

- Water may be allowed in the examination room so long as the bottle is free from packaging and all labels are removed from drink containers. The drinks container must be clear.

For further details, please refer to our Food and Drink Policy (Exams). Appendix 4

Leaving the Examination Room Policy

- Candidates who are allowed to leave the examination room temporarily must be accompanied by a member of centre staff.
- Those candidates may be allowed extra time at the discretion of the centre to compensate for their temporary absence. This will be judged on a case-by-case basis in conjunction with the JCQ (ICE 23) regulations.

For further details, please refer to our Leaving the Examination room Policy Appendix 5

Unauthorised Items

- In the examination room candidates must not have access to items other than those stated in the instructions on the question paper, the stationery list or the specification for that subject.
- Candidates must not be in possession of airpods, earphones/ earbuds, ipods, mobile phones, mp3/4 players or similar devices and watches.
- All unauthorised items must be left outside of the examination room.
- Any unauthorised items that have been taken into the examination room must be placed in the bags provided and taken to reception before the examination starts.
- If candidates have access to unauthorised items in the examination room this may be considered as malpractice. They could be subject to penalties in accordance with the JCQ publication *Suspected Malpractice in Examinations and Assessments: Policies and Procedures.*

Irregularities

Head of centre

- Ensures (as required by an awarding body) any cases of alleged, suspected or actual incidents of malpractice or maladministration before, during or after examinations/assessments (by centre staff, candidates, invigilators) are investigated and reported to the awarding body immediately, by completing the appropriate documentation.

Managing Behaviour Policy

- Where a candidate is being disruptive, the invigilator must warn the candidate that he/she may be removed from the examination room. The candidate must also be warned that the awarding body will be informed and may decide to penalise them, which could include disqualification.
- The invigilator must record what has happened on the appropriate internal form.
- The head of centre has the authority to remove a candidate from the examination room, but should only do so if the candidate would disrupt others by remaining in the room. (ICE 24)

Senior leaders

- Ensure support is provided for the Exams team and invigilators when dealing with disruptive candidates in exam rooms
- Ensure that internal disciplinary procedures relating to candidate behaviour are instigated, when appropriate

Exams Team

- Provides an exam room incident log in all exam rooms for recording any incidents or irregularities
- Actions any required follow-up and reports to awarding bodies as soon as practically possible after the exam has taken place

Invigilators

- Record any incidents or irregularities on the exam room incident log (for example, late/very late arrival, candidate or centre staff suspected malpractice, candidate illness or needing to leave the exam room temporarily, disruption or disturbance in the exam room, emergency evacuation)

Special consideration

Exams Team

- Processes appropriate requests for special consideration to awarding bodies.
- Gathers evidence which may need to be provided by other staff in centre or candidates.
- Submits requests to awarding bodies to the external deadline.

Candidates

- Provide appropriate evidence to support special consideration requests, where required

Invigilators

- Are informed of the arrangements through training.

Dispatch of exam scripts

Exams Officer

- Dispatches scripts as instructed by JCQ and awarding bodies.
- Keeps appropriate records to track dispatch.
  For further details, please refer to our special considerations policy Appendix 6

Alternative site arrangements

Exams Officer

- Ensures question papers will only be taken to an alternative site where the published criteria for an alternative site arrangement has been met.
- Will inform the JCQ Centre Inspection Service using the JCQ *Alternative Site* form of any alternative sites that will be used to conduct timetabled examination components of the qualifications listed in the JCQ regulations.

For further details, please refer to our Alternative Rooming Arrangements Policy Appendix 7

Transferred candidate arrangements

Exams Officer

- Liaises with the host or entering centre, as required.
- Processes requests to the awarding body deadline.
- Where relevant (for an internal candidate) informs the candidate of the arrangements that have been made for their transferred candidate arrangements.

Overnight Supervision

- If the total duration of three or more examinations to be taken in one day is more than 5 hours 30 minutes for GCSE examinations or more than 6 hours for GCE examinations, (AS, A2, A-level) centres may wish to arrange overnight supervision. However, the candidate should be offered the opportunity to sit all the examinations on the scheduled day. The centre should submit a request for special consideration to the relevant awarding body for the final paper which has been taken.
- Where the centre allows the candidate to take an examination scheduled for the afternoon session the following morning†, the centre must always appoint a member of centre staff or an invigilator to supervise the candidate while he/she is on the premises sitting examinations. The candidate must be under centre supervision from 30 minutes after the awarding body's published starting time for the delayed examination. The centre must ensure there is no contact with other candidates. †If an examination from Friday afternoon is deferred, it must be taken the following morning, i.e. Saturday morning.
- The supervision of a candidate on journeys to and from the centre and overnight may be undertaken by the candidate's parent/carer or centre staff. The centre must determine a method of supervision which ensures the candidate's wellbeing. The supervisor must supervise the candidate from the time when he/she leaves the supervision of the centre until supervision of the candidate is transferred back again to the appointed person at the centre.
- The overnight supervision arrangements must ensure that the candidate does not have advance warning of the content of the examination deferred until the following morning. This means the candidate must not meet or communicate with anyone who may have knowledge of the content. This includes any form of electronic communication/storage device, e.g. e-mail, internet, online streaming services, social media and telephone. It also includes printed media, radio and television which could report key details of the day's examinations.
- The *Overnight Supervision Declaration* form must be completed no later than 24 hours prior to the overnight supervision commencing so that those involved fully understand their responsibilities. A copy of the form must be retained by the centre and the supervisor.
- *Overnight Supervision Declaration* forms must not be enclosed with the scripts. The scripts must be sent to the awarding body/examiner in the normal way.
- All completed *Overnight Supervision Declaration* forms must be kept on file at the centre for inspection. Forms may be stored electronically or in hard copy paper format. They must 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. Forms must not be sent to an awarding body, unless specifically requested.

- The head of centre must be satisfied that the arrangements meet the awarding body's requirements.
- The awarding body must be informed immediately of any known or suspected contravention of these conditions.
- The awarding body may use appropriate means to check that these conditions have been adhered to and will act if there is evidence of any contravention. This could lead to the disqualification of the candidate(s) involved and could affect whether the awarding body would allow such arrangements to be made in the future.

Results

Accessing results

Exams Team

- Informs candidates in advance of when and how results will be released to them.
- Accesses results from awarding bodies under restricted release of results, where this is provided by the awarding body.
- Resolves any missing or incomplete results with awarding bodies.
- Issues statements of results to candidates on issue of results date.
- Provides summaries of results for relevant centre staff on issue of results date.

Managing results day(s)

Senior leaders

- Identify centre staff who will be involved in the main summer results day(s) and their role.
- Ensures senior members of staff are accessible to candidates after the publication of results so that results may be discussed and decisions made on the submission of enquiries and ensures candidates are informed of the periods during which centre staff will be available so that they may plan accordingly.

Exams Team

- Works with senior leaders to ensure procedures for managing the main summer results day(s) (a results day programme) are in place

Results day programme

- Candidates will receive individual results slips on results days.
- Candidates will receive individual results slips on the published results day in person at the centre. A person other than the candidate may pick up the candidates result slip if the candidate has confirmed this person to the exams officer in advance of results day.
- The results slip will be in the form of a centre produced document
- Arrangements for the centre to be open on results days are made by the Head of Centre.
- The provision of the necessary staff on results days is the responsibility of the Head of Centre.

Site staff

- Ensure the centre is open and accessible to centre staff and candidates, as required.

Post-results services

Exams Team

- Provides information to candidates (including private candidates) and staff on the services provided by awarding bodies and the fees charged (see also above *Briefing candidates* and *Access to scripts, enquiries about results and appeals procedures*).
- Publishes internal deadlines for requesting the services to ensure the external deadlines can be effectively met.
- Provides a process to record requests for services and collect candidate informed consent (after the publication of results) and fees where relevant.
- Submits requests to awarding bodies to meet the external deadline.
- Tracks requests to conclusion and informs candidates and relevant centre staff of outcomes.
- Updates centre results information, where applicable.

Teaching staff

- Meet internal deadlines to request the services and gain relevant candidate informed consent.
- Identify the budget to which fees should be charged.

Candidates

- Meet internal deadlines to request the services.
- Provide informed consent and fees, where relevant.

For further details, please refer to our Access to Scripts, Reviews of Results and Appeals Policy Appendix 8

Certificates

- Certificates are provided to centres by awarding bodies after results have been confirmed.

Issue of certificates procedure

- Candidates will receive their certificates in person at the centre, signing to confirm receipt.
- 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 one year.
- 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.

For further details, please refer to our Certificate Issue procedure and retention Policy Appendix 9

Review of examination series

Roles and responsibilities

Exams Team

- Provides SLT with an overview of the exam year, highlighting what went well and what could be developed/improved in terms of exams management and administrative processes within the stages of the exam cycle.
- Collects and evaluates feedback from staff, candidates and invigilators to inform review.

Senior leaders

- Work with the Exams Team to produce a plan to action any required improvements identified in the review.

Archiving of records: roles and responsibilities

Exams Officer

- Keeps records as required by JCQ and awarding bodies for the required period.
- Keeps records as required by the centre's records management policy.
- Provides an exams archiving policy that identifies information held, retention period and method of disposal.

For further details, please refer to our Exams Archiving Policy Appendix 10

Appeals

This policy has been developed so that systems are in place that ensures:

- All exam appeals are entered to the correct exam boards within the timescales and in the format expected.
- All members of staff involved in the exam's appeals process have a clear understanding of their roles and responsibilities.
- Procedures and processes are in place to deal with any issues related to exam appeals.
- Procedure and policies are regularly monitored and reviewed.

Roles and Responsibilities

Assistant Headteacher

- Ensure, on behalf of the Headteacher, that the Exams officer out exam appeals in accordance with the instructions issued by the Joint Council for Qualifications (JCQ);
- Co-ordinate, with the Exams and Data Team, a schedule for all exam appeals requested;
- Ensure all staff have access to this procedure and are aware of the deadlines with regard to entering exam appeals.

Heads of Department / Course Leaders

- Make the final decision on whether to appeal an exam grade, in consultation with the student.
- Ensure the Exams and Data Team are given sufficient notice in which to raise appeals with exam boards.

Exams Team

- Produce a full schedule of exam appeals for GCSE.
- Issue all JCQ guidelines on exam appeals to HOD. JCQ publication "*A guide to the awarding bodies appeals processes*";
- Provide Heads of Department and SMT link with timescales and costs for each exam board's appeals process;
- Enter exam appeals with the correct exam boards in the timescales provided;
- Take responsibility for receipt, safe storage and safe transmission of exam appeal decisions.
- Will supply information on results day to all students who the Centre consider may wish to raise an appeal on one or more of their results;
- The centre needs written permission from each student for each appeal that will be lodged on their behalf, prior to the appeal being raised with the appropriate exam board.
- Keep a copy of all exam appeals submitted and the receipt of any communications in regard to them.

Candidate

- A Candidate may appeal to the Head of Centre or designate in writing if they feel that they require and exam paper to be remarked by the deadline provided on results day.
- The Head of Centre will consider this and will go ahead if they feel there is a reasonable chance of a change of grade in advancement of the one the student has already received.
- If the Head of Centre feels that this is not the case, the student can still go ahead with the appeal but they must fund the costs of the appeal themselves.

For further details, please refer to our Internal Appeals policy (reviews of results appeals) Appendix 11

Internal Appeals Procedure

Appeals against internal assessment decisions (centre assessed marks)

Certain and other qualifications contain components of non-examination assessment (or units of coursework) which are internally assessed (marked) by Woodlands Community College and internally standardised. The marks awarded (the internal assessment decisions) which contribute to the final grade of the qualification are then submitted by the deadline set by the awarding body for external moderation. This procedure confirms Woodlands Community College's compliance with JCQ's General Regulations for Approved Centres.

For further details, please refer to our Internal Appeals Policy Appendix 12

Escalation Policy

Woodlands Community College

Escalation Policy

Centre name	Woodlands Community College
Centre number	58631
Date process first created	06/11/2023
Current process approved by	Head of Centre
Current process reviewed by	Exams and Data Manager
Date of review	01/11/2025
Date of next review	01/11/2026

Key staff involved in the process

Role	**Name**
Head of centre	Mr J Henderson
Senior leader(s)	Mr P Smallman
Exams officer	Miss S Wicks
Other staff (if applicable)	Mrs S Healey

This process is reviewed and updated annually to ensure compliance with current requirements and regulations.

Reference in the process to **GR** relates to relevant sections of the current JCQ document **General Regulations for Approved Centres**.

Introduction

In terms of internal governance arrangements, it is the responsibility of the head of centre to ensure that Woodlands Community College has in place a written escalation process should the head of centre, or a member of the senior leadership team with oversight of examination and assessment administration, be absent (GR 5.3).

This process also supports Woodlands Community College being able to confirm to an awarding body the external governance arrangement so that the awarding body has confidence in the integrity of centre activities, such as the delivery of qualifications and the conducting of examinations and assessments. (GR 5.3)

Purpose of the process

The purpose of the process is to confirm where responsibility will be escalated to ensure continued compliance with JCQ regulations.

Before examinations/assessments

Planning

Responsibility for ensuring compliance will be escalated to the Head of Centre

Main areas of compliance relate to:

The agreement between the centre and awarding bodies (GR 3)

- Third party agreements
- Centre status
- Confidentiality
- Resilience and contingency arrangements
- Cyber security
- Retention of candidates' work
- Communication

The responsibility of the centre (GR 5): Centre management

- Recruitment, selection, training and support
- External and internal governance arrangements
- Delivery of qualifications
- Public liability
- Conflicts of interest
- Controlled assessments, coursework and non-examination assessments
- Security of assessment materials
- National Centre Number Register and other information requirements
- Centre inspections
- Policies available for inspection

Personal data, freedom of information and copyright (GR 6)

Reference information:

To support understanding of the regulations and requirements, the following JCQ documents will be referenced:

- A guide to the special consideration process
- Access Arrangements and Reasonable Adjustments
- AI Use in Assessments: Your role in protecting the integrity of qualifications
- Guidance for centres on cyber security
- Instructions for conducting coursework
- Instructions for conducting examinations
- Instructions for conducting non-examination assessments (GCE and GCSE specifications)
- Instructions for conducting non-examination assessments (Vocational and Technical Qualifications)
- Notice to Centres – Informing candidates of their centre-assessed marks
- Plagiarism in Assessments – Guidance for Teachers/Assessors
- Suspected Malpractice – Policies and Procedures

Additional JCQ document for reference:

- JCQ Centre Inspection Service Changes

Centre-specific reference information:

not applicable

Entries and Pre-exams

Responsibility for ensuring compliance will be escalated to the Head of Centre

Main areas of compliance relate to:

The responsibility of the centre (GR 5)

- Access arrangements and reasonable adjustments
- Entries (including ensuring appropriate controls are in place which allow accurate entries to be submitted to the awarding bodies)
- Centre assessed work (including that candidates' work is backed-up and considering the contingency of candidates' work being backed-up in the event of IT system corruption and cyber-attacks; ensuring appropriate controls are in place which allow accurate internally assessed marks to be submitted to the awarding bodies)
- Candidate information

Reference information:

To support understanding of the regulations and requirements, sections of relevant JCQ documents will be specifically referenced including:

- General Regulations for Approved Centres (5)
- Instructions for conducting examinations (1-15)

- Access Arrangements and Reasonable Adjustments (6-

8) Additional JCQ documents for reference:

- Key Dates
- Guidance Notes for Transferred Candidates
- Alternative Site guidance notes
- Guidance notes for overnight supervision of candidates with a timetable variation
- Guidance Notes – Centre Consortium Arrangements
- Information for candidates documents
- Exam Room Posters

Centre-specific reference information:

Not applicable

During examinations/assessments

Exam time

Responsibility for ensuring compliance will be escalated to the Head of centre

The centre also has in place a member of the senior leadership team who will provide support and guidance to the examinations officer and ensure that the integrity and security of examinations and assessments is maintained throughout an examination series.

Main areas of compliance relate to:

The agreement between the centre and the awarding bodies (GR 3)

- Retention of candidates' work

The responsibility of the centre (GR 5)

- Conducting examinations and assessments
- Malpractice

Reference information:

To support understanding of the regulations and requirements, sections of relevant JCQ documents will be specifically referenced including:

- General Regulations for Approved Centres (3, 5)
- Instructions for conducting examinations (16-31)
- Access Arrangements and Reasonable Adjustments (8)
- A guide to the special consideration process (2-7)

Additional JCQ document for reference:

- Guidance Notes – Very Late Arrival

Centre-specific reference information:

Not Applicable

After examinations/assessments

Results and Post-Results

As a contingency, the centre has at least one senior member of staff (senior designated contact) who is available to manage emergency requests from awarding bodies that are results related during the summer holidays. The National Centre Number Register is provided with the senior designated contact details (this might include a personal mobile number and/or email address). These are the contact details of someone
who can be reached in an emergency if the centre is closed over the summer and who can mobilise resources to respond to the issue (GR 3.18, 5.3)

Responsibility for ensuring compliance will be escalated to the Head of Centre

Main areas of compliance relate

to: The responsibility of the

centre (GR 5)

- Results
- Post-results services and appeals
- Certificates

Reference information:

To support understanding of the regulations and requirements, sections of relevant JCQ documents will be specifically referenced including:

- General Regulations for Approved Centres (5)

Additional JCQ documents for reference:

- JCQ Release of results notice
- JCQ Post-Results Services (Information and guidance to centres)
- JCQ Appeals Booklet (A guide to the awarding bodies' appeals processes)

Centre-specific reference

information: Not applicable

Changes 2025/2026

(Updated) Under heading ***Planning*** *updated list of JCQ reference documents*

Centre-specific changes

Upon review in November 2025, no centre-specific updates or changes were applicable to this document.)

Non-Examination Assessment Policy

Woodlands Community College

Non-Examination Assessment Policy

Centre name	Woodlands Community College
Centre number	58631
Date policy first created	26/01/2024
Current policy approved by	Head of Centre
Current policy reviewed by	Exams and Data Manager
Date of review	01/11/2025
Date of next review	01/11/2026

Key staff involved in the policy

Role	**Name**
Head of centre	Mr J Henderson
Senior leader(s)	Mr P Smallman
Exams officer	Miss S Wicks
SENCo (or equivalent role)	Miss E Leavesley
Quality assurance lead/Lead internal verifier (or equivalent role)	
Other staff (if applicable)	Mrs Sarah Healey

This policy is reviewed and updated annually to ensure that non-examination assessment at Woodlands Community College are planned for and managed in accordance with current requirements and regulations.

References in this policy to NEA/NEA VTQs and ICC refer to the JCQ documents **Instructions for conducting non-examination assessments** (GCE & GCSE)/(Vocational and Technical Qualifications) and **Instructions for conducting coursework**.

Introduction

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

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

- task setting
- task taking
- task marking (NEA 1)

The regulator's definition of an examination is very narrow. In effect, a non-examination assessment (NEA) is classified as any type of assessment that is not:

- set by an awarding body
- designed to be taken simultaneously by all relevant candidates at a time determined by the awarding body, and
- taken under conditions specified by the awarding body (including conditions relating to the supervision of candidates during the assessment and the duration of the assessment)

'NEA' therefore includes, but is not limited to, internal assessment. Externally marked and/or externally set practical examinations taken at different times across centres are classified as 'NEA'. (NEA, Foreword).

Instructions for conducting coursework for use in CCEA GCE unitised AS and A-level qualifications, ELC and Project qualifications are provided in the JCQ document *Instructions for conducting coursework.*

Instructions for the setting, supervision, authentication, marking, internal standardisation and external moderation of non-examination assessments for use in the vocational and technical qualifications listed are provided in the JCQ document *Instructions for conducting non-examination assessments (Vocational and Technical Qualifications).*

Purpose of the policy

This policy confirms the JCQ requirement that Woodlands Community College has in place for inspection that must be reviewed and updated annually, a written policy regarding the management of non-examination assessments including controlled assessments and coursework, which includes how candidates' work will be authenticated.

Awarding bodies require each centre to have a non-examination assessment policy in place to:

- cover procedures for planning and managing non-examination assessments
- define staff roles and responsibilities with respect to non-examination assessments
- manage risks associated with non-examination assessments (NEA 1)

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

Where reference is made in these procedures to non-examination assessment, this is intended to include all non-examination assessment components, controlled assessment (where applicable) and coursework.

1. The basic principles

Head of centre role and responsibilities:

Returns a declaration (managed as part of. the National Centre Number Register annual update) to confirm awareness of, and that relevant centre staff are adhering to, the latest versions of Instructions for conducting non-examination assessments (GCE & GCSE/VTQs) and Instructions for conducting coursework, and confirms:

- all reasonable steps have been or will be taken to ensure that all candidates at the centre have had, or will have, the opportunity to undertake the (GCSE English Language) Spoken Language endorsement
- (where relevant to the centre) all reasonable steps have been or will be taken to ensure that all candidates at the centre have had, or will have, the opportunity to undertake the (A Level Sciences) prescribed practical activities
- Ensures the centre's policy is robust and fit for purpose and covers all types of non-examination assessment
- Ensures the centre's **internal appeals procedure** clearly details the process to be followed by candidates (or their parents/carers) appealing against internal assessment decisions (centre assessed marks) and requesting a review of the centre's marking

Additional responsibilities:

Not Applicable

Senior leader role and responsibilities:

- Ensure the correct conduct of non-examination assessment (including endorsements) which comply with the JCQ documents **Instructions for conducting non-examination assessments** (GCE & GCSE/VTQs), **Instructions for conducting coursework** and awarding body subject-specific instructions
- Ensure the centre-wide calendar records assessment schedules by the start of the academic year

Additional responsibilities:

Not Applicable

QA lead/Lead internal verifier (or equivalent) role and responsibilities:

- Confirm with subject heads that appropriate awarding body forms and templates for non-examination assessment (including endorsements) is used by teachers and candidates
- Ensure appropriate procedures are in place to internally standardise/verify the marks awarded by subject teachers in line with awarding body criteria
- Ensure appropriate centre-devised templates are provided to capture/record relevant information given to candidates by subject teachers
- Ensure appropriate centre-devised templates are provided to capture/record relevant information is received and understood by candidates
- Where not provided by the awarding body, ensure a centre-devised template is provided for candidates to keep a detailed record of their own research, planning, resources etc.

Additional responsibilities:

Not Applicable

Subject lead role and responsibilities:

- Ensure subject teachers understand their role and responsibilities within the non-examination assessment process
- Ensure the JCQ documents **Instructions for conducting non-examination assessments** (GCE &

GCSE/VTQs), **Instructions for conducting coursework** and relevant awarding body subject specific instructions are followed in relation to the conduct of non-examination assessment (including endorsements)

Work with the QA lead/Lead internal verifier (or equivalent role) to ensure appropriate procedures are followed to internally standardise/verify the marks awarded by subject teachers

Additional responsibilities:

Not Applicable

Subject teacher role and responsibilities:

- Understand and comply with the general instructions as detailed in the JCQ documents **Instructions for conducting non-examination assessments** (GCE & GCSE/VTQs) and **Instructions for conducting coursework**
- Where instructions may also be provided by the awarding body, understand and comply with the awarding body's specification for conducting non-examination assessments and coursework, including any subject-specific instructions, teachers' notes or additional information on the awarding body's website
- Mark internally assessed work to the criteria provided by the awarding body
- Ensure the exams officer is provided with relevant entry codes for subjects (whether the entry for the internally assessed component forms part of the overall entry code for the qualification or is made as a separate unit entry code) to the internal deadline for entries for the relevant exam series

Additional responsibilities:

Not applicable

Exams office/officer role and responsibilities:

- Signpost the annually updated JCQ documents **Instructions for conducting non-examination assessments** (GCE & GCSE/VTQs) and **Instructions for conducting coursework** to relevant centre staff
- Carry out tasks where these may be applicable to the role in supporting the administration/management of non-examination assessments and coursework

Additional responsibilities:

Not Applicable

2. Task setting

Subject teacher role and responsibilities:

- Select tasks to be undertaken where a number of comparable tasks are provided by the awarding body or designs tasks where this is permitted by criteria set out within the subject specification
- Make candidates aware of the criteria used to assess their work

Additional responsibilities:

Not Applicable

Issuing of tasks

Subject teacher role and responsibilities:

- Determine when set tasks are issued by the awarding body

- Identify date(s) when tasks should be taken by candidates
- Access set tasks in sufficient time to allow planning, resourcing and teaching and ensures that materials are stored securely at all times

Additional responsibilities:

Not Applicable

3. Task taking

Supervision

Subject teacher role and responsibilities:

- Check the awarding body's subject-specific requirements ensuring candidates take tasks under the required conditions and supervision arrangements
- Ensure there is sufficient supervision to enable the work of a candidate to be authenticated
- Ensure there is sufficient supervision to ensure the work a candidate submits is their own
- To ensure that where work may be completed outside of the centre without direct supervision, that the work produced is the candidate's own
- Where candidates may work in groups, keep a record of each candidate's contribution and it must be possible to attribute assessable outcomes to individual candidates
- Ensure candidates are aware of the current JCQ documents Information **for candidates - non-examination assessments and Information for candidates - social media**
- Ensure candidates understand and comply with the regulations in relevant JCQ **Information for candidates** documents

Ensure candidates:

- understand that information from all sources must be referenced
- receive guidance on setting out references
- are aware that they must not plagiarise other material

Additional responsibilities:

Not Applicable

Advice and feedback

Subject teacher role and responsibilities:

- As relevant to the subject/component, advise candidates on relevant aspects before candidates begin working on a task
- Will not provide candidates with model answers or writing frames specific to the task
- When reviewing candidates' work, unless prohibited by the specification, provide oral and written advice at a general level to candidates
- Allow candidates to revise and re-draft work after advice has been given at a general level
- Record any assistance given beyond general advice and takes it into account in the marking or submits it to the external examiner

- Ensure when work has been assessed, candidates are not allowed to revise it

Additional responsibilities:

Not applicable

Resources

Subject teacher role and responsibilities:

- Refer to the awarding body's specification and/or associated documentation to determine if candidates have restricted/unrestricted access to resources when planning and researching their tasks

Refer to the JCQ document **AI Use in Assessments: Protecting the Integrity of Qualifications** (www.jcq.org.uk/exams-office/malpractice) as well as the awarding body's specification and/or associated documentation published by the awarding bodies and the regulator

- By referencing this document and the centre's malpractice policy, makes candidates aware of the appropriate and inappropriate use of AI, the risks of using AI, and the possible consequences of using AI inappropriately in a qualification assessment
- Ensure conditions for any formally supervised sessions are known and put in place
- Ensure appropriate arrangements are in place to keep the work to be assessed, and any preparatory work, secure between any formally supervised sessions, including work that is stored electronically
- Ensure conditions for any formally supervised sessions are understood and followed by candidates
- Ensure candidates understand that they are not allowed to introduce improved notes or new resources between formally supervised sessions
- Ensure that where appropriate to include references, candidates keep a detailed record of their own research, planning, resources, etc.
- Ensures candidates understand how all sources included in work that is submitted for assessment must be acknowledged

Additional responsibilities:

Not Applicable

Word and time limits

Subject teacher role and responsibilities:

- Refers to the awarding body's specification to determine whether there are minimum and/or maximum time and word limits

Additional responsibilities:

Not Applicable

Collaboration and group work

Subject teacher role and responsibilities:

- Unless stated otherwise in the awarding body's specification, and where appropriate, allow candidates to collaborate when carrying out research and preparatory work
- Ensure that it is possible to attribute assessable outcomes to individual candidates
- Ensure that where an assignment requires written work to be produced, each candidate writes up their

own account of the assignment

- Assess the work of each candidate individually

Additional responsibilities:

Not applicable

Authentication procedures - how candidates' work is authenticated

Subject teacher role and responsibilities:

Where required by the awarding body's specification:

- ensure candidates sign a declaration confirming the work they submit for final assessment is their own unaided work and ensures that this takes place as soon as the candidate has completed the assessment
- sign the teacher declaration of authentication confirming the requirements have been met
- Keep signed candidate declarations on file until the deadline for requesting reviews of results has passed or until any appeal, malpractice or other results enquiry has been completed, whichever is later
- Provide signed candidate declarations where these may be requested by a JCQ Centre Inspector (Electronic signatures are acceptable)
- Where there may be doubt about the authenticity of the work of a candidate or if malpractice is suspected, follow the authentication procedures and malpractice information in the JCQ documents **Instructions for conducting non-examination assessments** (GCE & GCSE/VTQs) and/or **Instructions for conducting coursework** and informs a member of the senior leadership team
- Understand that if, during the external moderation process, it is found that the work has not been properly authenticated, the awarding body will set the mark(s) awarded by the centre to zero

Additional responsibilities:

Not Applicable

Presentation of work

Subject teacher role and responsibilities:

- Obtain informed consent at the beginning of the course from parents or carers if videos, photographs or images of candidates will be included as evidence of participation or contribution
- Instruct candidates to present work as detailed in the JCQ documents **Instructions for conducting non-examination assessments/coursework** unless the awarding body's specification gives different subject-specific instructions
- Instruct candidates to add their candidate number, centre number and the component code of the assessment as a header/footer on each page of their work
- Ensures if candidates' work is to be submitted electronically, that it meets the awarding body's specified requirements

Additional responsibilities:

Not Applicable

Keeping materials secure

Subject teacher role and responsibilities:

- When work is being undertaken by candidates under formal supervision, ensure work is securely stored

between sessions (if more than one session)

- When work is submitted by candidates for final assessment, ensure work is securely stored
- Follow secure storage instructions as defined in the JCQ documents **Instructions for conducting non-examination assessments/coursework**
- Take sensible precautions when work is taken home for marking
- Store internally assessed work, including the sample returned after awarding body moderation, securely until all possible post-results services have been exhausted
- If post-results services have not been requested, return internally assessed work to candidates (if requested by a candidate) after the deadline for requesting a review of results for the relevant series
- If post-results services have been requested, return internally assessed work to candidates (if requested by a candidate) once the review of results and any subsequent appeal has been completed
- Remind candidates of the need to keep their own work secure at all times and not share completed or partially completed work on-line, on social media or through any other means (Remind candidates of the contents of the JCQ document Information **for candidates - social media**)
- Where work is stored electronically, liaise with IT to ensure the protection and back-up of candidates' work and that appropriate arrangements are in place to restrict access to it between sessions
- Understands that during the period from the submission of work for formal assessment until the deadline for requesting a review of results, copies of work may be used for other purposes, provided that the originals are stored securely as required

Additional responsibilities:

Not applicable

IT role and responsibilities:

- Ensure appropriate arrangements are in place to restrict access between sessions to candidates' work where work is stored electronically
- Restrict access to this material and utilises appropriate security safeguards such as firewall protection and virus scanning software
- Employ an effective back-up strategy so that an up-to-date archive of candidates' evidence is maintained
- Consider the contingency of candidates' work being backed-up on two separate devices, including one off-site back-up and implementing appropriate security arrangements which protect candidates' work in the event of IT system corruption and cyber-attacks
- Consider encrypting any sensitive digital media to ensure the security of the data stored within it and refers to awarding body guidance to ensure that the method of encryption is suitable

Additional responsibilities:

Not Applicable

4. Task marking - externally assessed components

Conduct of externally assessed work

Subject teacher role and responsibilities:

- Liaise with the exams officer regarding the arrangements for any externally assessed components of a

specification which must be conducted within a window of dates specified by the awarding body and where applicable, according to the JCQ document **Instructions for conducting examinations**

- Liaise with the Visiting Examiner where this may be applicable to any externally assessed component

Additional responsibilities:

Not Applicable

Exams office/officer role and responsibilities:

- Arrange timetabling, rooming and invigilation where and if this is applicable to any externally assessed non-examination component of a specification
- Conduct the externally assessed component within the window specified by the awarding body and where applicable, according to JCQ document **Instructions for conducting examinations**

Additional responsibilities:

Not Applicable

Submission of work

Subject teacher role and responsibilities:

- Pays close attention to the completion of the attendance register, if applicable

Additional responsibilities:

Not Applicable

Exams office/officer role and responsibilities:

- Provide the attendance register to the subject teacher where applicable
- Ensure the awarding body's attendance register for any externally assessed component is completed correctly
- Where candidates' work must be despatched to an awarding body's examiner or uploaded electronically, ensures this is completed by the date specified by the awarding body
- Keep a copy of the attendance register until after the deadline for reviews of results for the exam series
- Package the work as required by the awarding body and attaches the examiner address label
- Ensure that the package in which the work is despatched is robust and securely fastened
- Despatch the work to the awarding body's instructions by the required deadline

Additional responsibilities:

Not Applicable

5. Task marking - internally assessed components

Marking and annotation

Head of centre role and responsibilities:

- Makes every effort to avoid situations where a candidate is assessed by a person who has a close personal relationship with the candidate, for example, members of their family (which includes step-family, foster family and similar close relationships) or close friends and their immediate family (e.g son/daughter)

- Where this cannot be avoided, ensures the possible conflict of interest is declared to the relevant awarding body and the marked work is submitted for moderation whether or not it is part of the moderation sample

Additional responsibilities:

Not Applicable

Subject lead role and responsibilities:

- Set timescales for teachers to inform candidates of their centre-assessed marks that will allow sufficient time for a candidate to appeal an internal assessment decision/request a review of the centre's marking prior to the marks being submitted to the awarding body external deadline

Additional responsibilities:

Not Applicable

Subject teacher role and responsibilities:

- Attend/access awarding body training/updates as required to ensure familiarity with the mark scheme/marking process
- Mark candidates' work in accordance with the marking criteria provided by the awarding body

  (Does not use artificial intelligence as the sole means of marking candidates' work)
- Annotate candidates' work as required to facilitate internal standardisation of marking and enable external moderation to check that marking is in line with the assessment criteria
- Inform candidates of their marks which could be subject to change by the awarding body moderation process
- Ensure candidates are informed of the timescale set by the subject lead or as indicated in the centre's internal appeals procedure to enable an internal appeal/request for a review of marking to be submitted by a candidate and the outcome known before final marks are submitted to the awarding body

Additional responsibilities:

Not Applicable

Internal standardisation

QA lead/Lead internal verifier (or equivalent) role and responsibilities:

- Ensure that internal standardisation of marks across assessors and teaching groups takes place as required and to sequence
- Support staff not familiar with the mark scheme (e.g. ECTs, supply staff etc.)

Ensure accurate internal standardisation - for example by:

- obtaining reference materials at an early stage in the course
- holding a preliminary trial marking session prior to marking
- carrying out further trial marking at appropriate points during the marking period
- after most marking has been completed, holds a further meeting to make final adjustments
- making final adjustments to marks prior to submission retaining work and evidence of standardisation
- Retain evidence that internal standardisation has been carried out

Additional responsibilities:

Not applicable

Subject teacher role and responsibilities:

- Indicate on work (or cover sheet) the date of marking
- Mark to common standards
- Keep candidates work secure until after the closing date for review of results for the series concerned or until any appeal, malpractice or other results enquiry has been completed, whichever is later

Additional responsibilities:

Not applicable

Consortium arrangements for centre assessed NEA components

(If joint teaching arrangements are applicable to the centre)

Subject lead role and responsibilities:

Ensure a consortium co-ordinator is nominated (where this may be required as the consortium lead
If the consortium lead, liaise with the exams officer to ensure the relevant awarding body is informed that the centre is part of a consortium by submitting Form JCQ/CCA Centre consortium arrangements for centre-assessed work for each exam series affected
Ensure procedures for internal standardisation as a consortium are followed

Subject teacher role and responsibilities:

Provide marks to the exams officer to the internal deadline
Provide the moderation sample to the exams officer to the internal deadline
Retain all candidates' work in the consortium until after the deadline for reviews of results for the exam series concerned or until any appeal, malpractice or other results enquiry has been completed, whichever is later

Exams office/officer role and responsibilities (where the centre is the consortium lead):

Submit an online notification of Centre consortium arrangements for centre-assessed work to the relevant awarding body through the Centre Admin Portal (CAP) by no later than the published deadline for each exam series affected
Submit marks for home centre candidates to the awarding body deadline
(Where relevant) Liaise with the other exams officers in the consortium to arrange despatch of a single moderation sample to the awarding body deadline

Submission of marks and work for moderation

Subject teacher role and responsibilities:

- Input and submit marks online, via the awarding body secure extranet site, keeping a record of the marks awarded, to the external deadline/Provides marks to the exams officer to the internal deadline
- Where responsible for marks input, ensure checks are made that marks for any additional candidates are submitted and ensures mark input is checked before submission to avoid transcription errors
- Submit the requested samples of candidates' work to the awarding body moderator by the external deadline, keeping a record of the work submitted/Provides the moderation sample to the exams officer to the internal deadline
- Ensure that where a candidate's work has been facilitated by a scribe or practical assistant, the relevant completed cover sheet is securely attached to the front of the work and sent to the moderator in addition to the sample requested

- Ensure the moderator is provided with authentication of candidates' work, confirmation that internal standardisation has been undertaken and any other subject-specific information where this may be required
- Submit any supporting documentation required by the awarding body/Provide the exams officer with any supporting documentation required by the awarding body

Additional responsibilities:

Not applicable

Exams office/officer role and responsibilities:

- Input and submit marks online, via the awarding body secure extranet site, keeping a record of the marks submitted, to the external deadline/Confirm with subject teachers that marks have been submitted to the awarding body deadline
- Where responsible for marks input, ensure checks are made that marks for any additional candidates are submitted and ensure mark input is checked before submission to avoid transcription errors
- Submits the requested samples of candidates' work to the moderator by the awarding body deadline, keeping a record of the work submitted/Confirms with subject teacher that the moderation sample has been submitted to the awarding body deadline

Ensure that for postal moderation:

- work is dispatched in packaging provided by the awarding body
- moderator label(s) provided by the awarding body are affixed to the packaging
- proof of dispatch is obtained and kept on file until the successful issue of final results
- Through the subject teacher, ensures the moderator is provided with authentication of candidates' work, confirmation that internal standardisation has been undertaken and any other subject-specific information where this may be required
- Through the subject teacher, submit any supporting documentation required by the awarding body

Additional responsibilities:

Not applicable

Storage and retention of work after submission of marks

Subject teacher role and responsibilities:

- Keep a record of names and candidate numbers for candidates whose work was included in the moderation sample
- Retain all marked candidates' work (including any sample returned after moderation) under secure conditions for the required retention period
- In liaison with IT, take steps to protect any work stored electronically from corruption and has a back-up procedure in place
- If retention is a problem because of the nature of the work, retain some form of evidence such as photos, audio or media recordings

Additional responsibilities:

Not applicable

Exams office/officer role and responsibilities:

- Ensure any sample returned after moderation is logged and returned to the subject teacher for secure storage and required retention

Additional role and responsibilities:

Not applicable

External moderation - the process

Subject teacher role and responsibilities:

- Ensure that awarding body or its moderator receive the correct samples of candidates' work
- Where relevant, liaise with the awarding body/moderator where the moderator visits the centre to mark the sample of work
- Comply with any request from the moderator for remaining work or further evidence of the centre's marking

Additional responsibilities:

Not applicable

External moderation - feedback

Subject lead role and responsibilities:

- Check the final moderated marks when issued to the centre when the results are published
- Check any moderator reports/feedback forms and ensure that any remedial action, if necessary, is undertaken before the next exam series

Additional responsibilities:

Not applicable

Exams office/officer role and responsibilities:

- Access or signpost any moderator reports/feedback forms to relevant staff
- Takes remedial action, if necessary, where feedback may relate to centre administration

Additional responsibilities:

Not applicable

6. Access arrangements and reasonable adjustments

Subject teacher role and responsibilities:

- Work with the SENCo (or equivalent role) to ensure any access arrangements for eligible candidates are applied to assessments

Additional responsibilities:

Not applicable

SENCo (or equivalent) role and responsibilities:

- Follow the regulations and guidance in the JCQ document Access **Arrangements and Reasonable Adjustments** in relation to non-examination assessment

- Where arrangements do not undermine the integrity of the qualification and is the candidate's normal way of working, ensure access arrangements are in place and awarding body approval, where required, has been obtained prior to assessments taking place
- Make subject teachers aware of any access arrangements for eligible candidates which need to be applied to assessments
- Work with subject teachers to ensure requirements for access arrangement candidates requiring the support of a facilitator in assessments are met
- Ensure that staff acting as an access arrangement facilitator are fully trained in their role

Additional responsibilities:

Not applicable

7. Special consideration and loss of work

Subject teacher role and responsibilities:

- Understand that a candidate may be eligible for special consideration in assessments in certain situations where a candidate is absent and/or produces a reduced quantity of work
- Liaise with the exams officer when special consideration may need to be applied for a candidate taking assessments
- Liaise with the exams officer to report loss of work to the awarding body

Additional responsibilities:

Not applicable

Exams office/officer role and responsibilities:

Refer to/directs relevant staff to the JCQ document **A guide to the special consideration process**:

- Where a candidate is eligible, submits an application for special consideration via the awarding body's secure extranet site to the prescribed timescale
- Where application for special consideration via the awarding body's secure extranet site is not applicable, submits the required form to the awarding body to the prescribed timescale
- Keeps required evidence on file to support the application
- Refer to/directs relevant staff where applicable to **Form 15 - JCQ/LCW** (lost work) and where applicable submits to the relevant awarding body

Additional responsibilities:

Not applicable

8. Malpractice

Head of centre role and responsibilities:

- Understand the responsibility to immediately report to the relevant awarding body any alleged, suspected or actual incidents of malpractice involving candidates or centre staff
- Ensures any irregularity identified by the centre before the candidate has signed the authentication statement (where required) are dealt with under its own internal procedures, with no requirement to report the irregularity to the awarding body (The only exception being where the awarding body's

confidential assessment materials have been breached, the breach must be report to the awarding body)

- Is familiar with the JCQ document **Suspected Malpractice: Policies and Procedures**
- Ensure that those members of teaching staff involved in the direct supervision of candidates producing non-examination assessments or coursework are aware of the potential for malpractice and ensure that teaching staff are reminded that failure to report allegations of malpractice or suspected malpractice constitutes malpractice in itself

Additional responsibilities:

Not applicable

Subject teacher role and responsibilities:

- Is aware of the JCQ **Notice to Centre - Sharing NEA material and candidates' work**
- Ensure candidates understand what constitutes malpractice in non-examination assessments/coursework
- Ensure candidates understand the JCQ documents Information **for candidates - non-examination assessments/coursework assessments**
- Ensure candidates understand the JCQ document Information **for candidates - social media**
- Escalate and report any alleged, suspected or actual incidents of malpractice involving candidates to the head of centre

Additional responsibilities:

Not applicable

Exams office/officer role and responsibilities:

- Signpost the JCQ document **Suspected Malpractice: Policies and Procedures** to the head of centre
- Signpost to relevant staff the JCQ **Notice to Centres - Sharing NEA material and candidates' work**
- Signpost candidates to the relevant JCQ **information for candidates** documents
- Where required, support the head of centre in investigating and reporting incidents of alleged, suspected or actual malpractice

Additional responsibilities:

Not applicable

9. post-results services

Head of centre role and responsibilities:

- Is familiar with the JCQ document **post-Results Services**
- Ensure the centre's **internal appeals procedure** clearly details the process to be followed by candidates (or their parents/carers) appealing against a centre decision not to support an application for a review of results or an appeal

Additional responsibilities:

Not applicable

Subject lead role and responsibilities:

- Provide relevant support to subject teachers making decisions about reviews of results

Additional responsibilities:

Not applicable

Subject teacher role and responsibilities:

- Provide advice and guidance to candidates on their results and the post-results services available
- Provide the exams officer with the original sample or relevant sample of candidates' work that may be required for a review of moderation to the internal deadline

Additional responsibilities:

Not applicable

Exams office/officer role and responsibilities:

- Is aware of the individual post-results services available for externally assessed and internally assessed components as detailed in the JCQ document **Post-Results Services** (Information and guidance to centres...)
- Provide/signpost relevant centre staff and candidates to post-results services information
- Ensure any requests for post-results services that are available to centre-assessed work are submitted online via the awarding body secure extranet site to deadline

Additional responsibilities:

Not applicable

10. Endorsements

Spoken Language Endorsement for GCSE English Language specifications (designed for use in England)

Head of centre role and responsibilities:

Returns a declaration (managed as part of. the National Centre Number Register annual update) to confirm awareness of, and that relevant centre staff are adhering to, the latest version of Instructions for conducting non-examination assessments, confirming all reasonable steps have been or will be taken to ensure that all candidates at the centre have had, or will have, the opportunity to undertake the (GCSE English Language) Spoken Language endorsement

QA lead/Lead internal verifier (or equivalent) role and responsibilities:

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

Additional responsibilities:

Not Applicable

Subject lead role and responsibilities:

- Confirm understanding of the **Spoken Language Endorsement for GCSE English Language specifications** and ensures any relevant JCQ/awarding body instructions are followed
- Ensure the required task setting and task taking instructions are followed by subject teachers
- Ensure subject teachers assess candidates, either live or from recordings, using the common assessment criteria

- Ensure for monitoring purposes, audio-visual recordings of the presentations of a sample of candidates are provided

Additional responsibilities:

Not Applicable

Subject teacher role and responsibilities:

- Ensure all the requirements in relation to the endorsement are known and understood
- Follow the required task setting and task taking instructions
- Assess candidates, either live or from recordings, using the common assessment criteria
- Provide audio-visual recordings of the presentations of a sample of candidates for monitoring purposes
- Follow the awarding body's instructions for the submission of grades (**Pass, Merit, Distinction** or **Not Classified**) and the storage and submission of recordings

Additional responsibilities:

Not Applicable

Exams office/officer role and responsibilities:

- Follow the awarding body's instructions for the submission of grades and recordings

Additional responsibilities:

Not Applicable

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

Head of centre role and responsibilities:

Ensures new lead teachers undertake the required training provided by the awarding body on the implementation of the practical endorsement
Ensures relevant centre staff liaise with all relevant parties in relation to arrangements for and conduct of the monitoring visit
add any additional responsibilities

QA lead/Lead internal verifier (or equivalent) role and responsibilities:

Ensures arrangements are in place for implementing the requirements of the practical endorsement appropriately and applying the standards appropriately
add any additional responsibilities

Subject lead role and responsibilities:

Confirms understanding of the Practical Skills Endorsement for the A Level Sciences and ensures any relevant JCQ/awarding body instructions are followed
Ensures where the centre intends to enter candidates for the first time for one or more of the A level subjects, the relevant awarding body will be contacted at the beginning of the course
Undertakes any training provided by the awarding body on the implementation of the practical endorsement
Disseminates information to subject teachers ensuring the standards can be applied appropriately
Liaises with all relevant parties in relation to arrangements for and conduct of a monitoring visit

Subject teacher role and responsibilities:

Ensures all the JCQ/awarding body requirements/instructions in relation to the endorsement are known, understood and followed
Ensures the required arrangements for practical activities are in place

Provides all the required centre records
Ensures candidates provide the required records
Provides any required information to the subject lead regarding the monitoring visit
Assesses candidates using Common Practical Assessment Criteria (CPAC)
Applies for an exemption where a candidate cannot access the practical endorsement due to a substantial impairment
Follows the awarding body's instructions for the submission of candidates Pass or Not Classified assessment outcome/provides assessment outcomes to the exams officer to the internal deadline

Exams office/officer role and responsibilities:

Accepts contact with the monitor and passes information to the subject lead for a visit to be arranged with at least two weeks notice
Confirms with the subject teacher that assessment outcomes have been submitted to the awarding body to the external deadline/Follows the awarding body's instructions for the submission of candidates Pass or Not Classified assessment outcome

11. Private candidates

Subject lead role and responsibilities:

Confirm private candidates (including distance learners and home educated candidates) are accepted by the centre for entry for subjects containing components of non-examination assessment (where the specification may be made available to private candidates by the awarding body)
Ensure relevant staff in the centre administer all aspects of the non-examination assessment process for a private candidate, according to the awarding body's specification

12. Qualification/Subject specific additional information

This section provides additional information/procedures for planning and managing non-examination assessments in specific subjects of qualifications.

GCSE Art & Design

JCQ's Instructions for conducting examinations are followed for the conduct of externally set components

Changes 2025/2026

(Added) Under heading Introduction **added** reference to the new JCQ document Instructions **for conducting non-examination assessments (VTQs)** (and added various signposts to this document throughout).

(Reworded) Under heading **Introduction** reworded information about coursework.

(Added) Under heading **Purpose of the policy** added reference that the policy includes how candidates' work will be authenticated.

(Added) Under heading **Resources** (Subject teacher) added a new bullet point to reference ensuring candidates understand how all sources included in work that is submitted for assessment must be acknowledged.

(Changed) Heading **Authentication procedures** title has been extended - and added subject teacher ensuring that candidates sign the declaration as soon as they have completed the assessment.

(Changed) Heading **Consortium arrangements** title has been extended.

(Changed) Under headings **Procedures for planning and managing non-examination assessment identifying staff roles and responsibilities** and **Management of issues and potential risks associated with non-examination assessment** added reference that these procedures relate to all non-examination assessments.

Centre-specific changes

Upon Review in November 2025, no centre -specific updates or changes were applicable to this document.

Management of issues and potential risks associated with non-examination assessment

Reference to non-examination assessment is intended to include any specifications with one or more non-examination assessment component or unit, controlled assessment (where applicable) and coursework.

Issue/Risk	Centre actions to manage issue/mitigate risk	Action by
Centre staff malpractice	Records confirm that relevant centre staff are familiar with and follow the current JCQ publication **Instructions for conducting non-examination assessments** and the JCQ document **Notice to Centres - Sharing NEA material and candidates' work**.	Head of centre
Candidate malpractice	Records confirm that candidates are informed and understand they must not: submit work which is not their own / make available their work to other candidates through any medium / allow other candidates to have access to their own independently sourced material / assist other candidates to produce work / use books, the internet, AI or other sources without acknowledgement or attribution / submit work that has been word processed by a third party without acknowledgement / include inappropriate, offensive or obscene material. Records confirm that candidates have been made aware of the JCQ documents **Information for candidates - non-examination assessments/coursework** and **Information for candidates – social media** - and understand they must not post their work on social media	Exams Team, SLT and head of Centre
Task setting		
Awarding body set task: IT failure/corruption of task details where set task details accessed from the awarding body online	Awarding body key date for accessing/downloading set task noted prior to start of course IT systems checked prior to key date	IT Department and Exams Team

Issue/Risk	Centre actions to manage issue/mitigate risk	Action by
	Alternative IT system used to gain access Awarding body contacted to request direct email of task details	
Centre set task: Subject teacher fails to meet the assessment criteria as detailed in the specification	Ensures that subject teachers access awarding body training information, practice materials etc. Records confirmation that subject teachers understand the task setting arrangements as defined in the awarding body's specification Samples assessment criteria in the centre set task	Subject Leader
Candidates do not understand the marking criteria and what they need to do to gain credit	A simplified version of the awarding body's marking criteria described in the specification that is not specific to the work of an individual candidate or group of candidates is produced for candidates Records confirm all candidates understand the marking criteria Candidates confirm/record they understand the marking criteria	Class Teacher
Subject teacher long term absence during the task setting stage	See centre's **contingency plan** (Teaching staff extended absence)	Not Applicable

Issue/Risk	Centre actions to manage issue/mitigate risk	Action by
Issuing of tasks		
Awarding body set task not issued to candidates on time	Awarding body key date for accessing set task as detailed in the specification noted prior to start of course Course information issued to candidates contains details when set task will be issued and needs to be completed by Set task accessed well in advance to allow time for planning, resourcing and teaching	Class teacher
The wrong task is given to candidates	Ensures course planning and information taken from the awarding body's specification confirms the correct task will be issued to candidates Awarding body guidance sought where this issue remains unresolved	Subject Leader and Exams Team
Subject teacher long term absence during the issuing of tasks stage	See centre's **examination contingency plan** (Teaching staff extended absence)	Not Applicable
A candidate (or parent/carer) expresses concern about safeguarding, confidentiality or faith in undertaking a task such as a presentation that may be recorded	Ensures the candidate's presentation does not form part of the sample which will be recorded Contacts the awarding body at the earliest opportunity where unable to record the required number of candidates for the monitoring sample	Exams Team

Issue/Risk	Centre actions to manage issue/mitigate risk	Action by
Task taking		
Supervision		
Planned assessments clash with other centre or candidate activities	Assessment plan identified for the start of the course Assessment dates/periods included in centre wide calendar	Class Teacher
Rooms or facilities inadequate for candidates to take tasks under appropriate supervision	Timetabling organised to allocate appropriate rooms and IT facilities for the start of the course Staggered sessions arranged where IT facilities insufficient for number of candidates Whole cohort to undertake written task in large exam venue at the same time (exam conditions do not apply)	Exams Team and Timetabler
Insufficient supervision of candidates to enable work to be authenticated	Confirm subject teachers are aware of and follow the current JCQ document **Instructions for conducting non-examination assessments** and any other specific instructions detailed in the awarding body's specification in relation to the supervision of candidates Confirm subject teachers understand their role and responsibilities as detailed in the centre's non-examination assessment policy	Subject Leader and SLT Subject Line Manager

Issue/Risk	Centre actions to manage issue/mitigate risk	Action by
A candidate is suspected of malpractice prior to submitting their work for assessment	Instructions and processes in the current JCQ publication **Instructions for conducting non-examination assessments** (9. Malpractice) / **Instructions for conducting coursework** (6. Malpractice in coursework) are followed An internal investigation and where appropriate internal disciplinary procedures are followed	Class Teacher, Subject Leader and Exams Team
Access arrangements were not put in place for an assessment where a candidate is approved for arrangements	Relevant staff are signposted to the JCQ document **A guide to the special consideration process** (section 2), to determine the process to be followed to apply for special consideration for the candidate	Exams Team
Advice and feedback		
Candidate claims appropriate advice and feedback not given by subject teacher prior to starting on their work	Ensures a centre-wide process is in place for subject teachers to record all information provided to candidates before work begins as part of the centre's quality assurance procedures Regular monitoring of subject teacher completed records and sign-off to confirm monitoring activity Full records kept detailing all information and advice given to candidates prior to starting on their work as appropriate to the subject and component Candidate confirms/records advice and feedback given prior to starting on their work	Class teacher and Subject Leader

Issue/Risk	Centre actions to manage issue/mitigate risk	Action by
Candidate claims no advice and feedback given by subject teacher during the task-taking stage	Ensures a centre-wide process is in place for subject teachers to record all advice and feedback provided to candidates during the task-taking stage as part of the centre's quality assurance procedure Regular monitoring of subject teacher completed records and sign-off to confirm monitoring activity Full records kept detailing all advice and feedback given to candidates during the task-taking stage as appropriate to the subject and component Candidate confirms/records advice and feedback given during the task-taking stage	Subject Leader
A third-party claims that assistance was given to candidates by the subject teacher over and above that allowed in the regulations and specification	An investigation is conducted; candidates and subject teacher are interviewed and statements recorded where relevant Records as detailed above are provided to confirm all assistance given Where appropriate, a suspected malpractice report is submitted to the awarding body	Head of Centre
Candidate does not reference information from published source	Candidate is advised at a general level to reference information before work is submitted for formal assessment Candidate is again referred to the JCQ documents **Information for candidates: non-examination assessments/coursework assessments**	Class Teacher

Issue/Risk	Centre actions to manage issue/mitigate risk	Action by
	Candidate's detailed record of his/her own research, planning, resources etc. is regularly checked to ensure continued completion	
Candidate does not set out references as required	Candidate is advised at a general level to review and re-draft the set out of references before work is submitted for formal assessment Candidate is again referred to the JCQ document **Information for candidates: non- examination assessments/coursework assessments** Candidate's detailed record of his/her own research, planning, resources etc. is regularly checked to ensure continued completion	Class Teacher
Candidate joins the course late after formally supervised task taking has started	A separate supervised session(s) is arranged for the candidate to catch up	Subject Leader and Class Teacher
Candidate moves to another centre during the course	Awarding body guidance is sought to determine what can be done depending on the stage at which the move takes place	Exams Team
An excluded pupil wants to complete his/her non-examination assessment(s)	The awarding body specification is checked to determine if the specification is available to a candidate outside mainstream education	Exams Team and SLT

Issue/Risk	Centre actions to manage issue/mitigate risk	Action by
	If so, arrangements for supervision, authentication and marking are made separately for the candidate	
Resources		
A candidate augments notes and resources between formally supervised sessions	Preparatory notes and the work to be assessed are collected in and kept secure between formally supervised sessions Where memory sticks are used by candidates, these are collected in and kept secure between formally supervised sessions Where work is stored on the centre's network, access for candidates is restricted between formally supervised sessions	Class Teacher
A candidate fails to acknowledge sources on work that is submitted for assessment	Candidate's detailed record of his/her own research, planning, resources etc. is checked to confirm all the sources used, including books, websites and audio/visual resources Awarding body guidance is sought on whether the work of the candidate should be marked where candidate's detailed records acknowledges sources appropriately Where confirmation is unavailable from candidate's records, awarding body guidance is sought and/or a mark of zero is submitted to the awarding body for the candidate	Class teacher and Exams Team

Issue/Risk	Centre actions to manage issue/mitigate risk	Action by
Word and time limits		
A candidate is penalised by the awarding body for exceeding word or time limits	Records confirm the awarding body specification has been checked to determine if word or time limits are mandatory Where limits are for guidance only, candidates are discouraged from exceeding them Candidates confirm/record any information provided to them on word or time limits is known and understood	Class Teacher
Collaboration and group work		
Candidates have worked in groups where the awarding body specification states this is not permitted	Records confirm the awarding body specification has been checked to determine if group work is permitted Awarding body guidance sought where this issue remains unresolved	Exam Team
Authentication procedures		
A teacher has doubts about the authenticity of the work submitted by a candidate for internal assessment	Records confirm subject staff have been made aware of the JCQ document **Notice to Centres - Sharing NEA material and candidates** Records confirm that candidates have been issued with the current JCQ document **Information for candidates: non-examination assessments/coursework**	Subject Leader and SLT Subject line Manager

Issue/Risk	Centre actions to manage issue/mitigate risk	Action by
Candidate plagiarises other material	**assessments** Candidates confirm/record that they understand what they need to do to comply with the regulations for non-examination assessments as outlined in the JCQ document Information for candidates: non-examination assessments The candidate's work is not accepted for assessment A mark of zero is recorded and submitted to the awarding body	
Candidate does not sign their authentication statement/declaration	Records confirm that candidates have been issued with the current JCQ document **Information for candidates: non-examination assessments/coursework assessments** Candidates confirm/record they understand what they need to do to comply with the regulations as outlined in the JCQ document **Information for candidates: non-examination assessments/coursework assessments** Declaration is checked for signature before accepting the work of a candidate for formal assessment	Class Teacher and Subject Leader
Subject teacher not available to sign authentication forms	Ensures a centre-wide process is in place for subject teachers to sign authentication forms at the point of marking candidates work as part of the centre's quality assurance procedures	Subject Leader
Presentation of work		

Issue/Risk	Centre actions to manage issue/mitigate risk	Action by
Candidate does not fully complete the awarding body's cover sheet that is attached to their worked submitted for formal assessment	Cover sheet is checked to ensure it is fully completed before accepting the work of a candidate for formal assessment	Class Teacher and Subject Leader
Keeping materials secure		
Candidates work between formal supervised sessions is not securely stored	Records confirm subject teachers are aware of and follow current JCQ document **Instructions for conducting non-examination assessments** Regular monitoring/internal audit ensures subject teacher use of appropriate secure storage	Subject Leader and SLT subject Line Manager
Adequate secure storage not available to subject teacher	Records confirm adequate/sufficient secure storage is available to subject teacher prior to the start of the course Alternative secure storage sourced where required	Exams Team
Candidates work produced electronically is not securely stored	Records confirm subject teachers are aware of and follow current JCQ publication **Instructions for conducting non-examination assessments** Internal processes and regular monitoring/internal audit by IT Manager ensures access to this material is restricted; appropriate security safeguards are in place; an effective back-up strategy is employed so that	IIT department

Issue/Risk	Centre actions to manage issue/mitigate risk	Action by
	an up to date archive of candidates' evidence is maintained; any sensitive digital media is encrypted (according to awarding body guidance to ensure that the method of encryption is suitable) to ensure the security of the data stored within it Additional details:	
Task marking – externally assessed components		
A candidate is absent on the day of the examiner visit for an acceptable reason	Awarding body guidance is sought to determine if alternative assessment arrangements can be made for the candidate If not, eligibility for special consideration is explored and a request submitted to the awarding body where appropriate	Exams Team
A candidate is absent on the day of the examiner visit for an unacceptable reason	The candidate is marked absent on the attendance register	Teaching staff/Invigilator
Task marking – internally assessed components		
A candidate submits little or no work	Where a candidate submits no work, the candidate is recorded as absent when marks are submitted to the awarding body	Class teacher and Subject Leader

Issue/Risk	Centre actions to manage issue/mitigate risk	Action by
	Where a candidate submits little work, the work produced is assessed against the assessment criteria and a mark allocated appropriately; where the work does not meet any of the assessment criteria a mark of zero is submitted to the awarding body	
A candidate is unable to finish their work for unforeseen reason	Relevant staff are signposted to the JCQ document **A guide to the special consideration process** (5), to determine eligibility and the process to be followed for shortfall in work	Exams Team
The work of a candidate is lost or damaged	Relevant staff are signposted to the JCQ documents I**nstructions for conducting non-examination assessments** (8) (VTQs 15) / **Instructions for conducting coursework** (16), to determine eligibility and the process to be followed for lost or damaged work	Not Applicable
Candidate malpractice is discovered	Instructions and processes in the current JCQ documents **Instructions for conducting non-examination assessments** (9) (VTQs 5) / **Instructions for conducting coursework** (6) are followed Investigation and reporting procedures in the current JCQ document **Suspected Malpractice: Policies and Procedures** are followed Appropriate internal disciplinary procedures are also followed	Head of Centre and Exams Team
A teacher assesses the work of a candidate with whom they have a close personal relationship e.g. members of their family (which includes step-family, foster	A possible conflict of interest is declared by informing the awarding body before the published deadline for entries for each examination series	Exams Team

Issue/Risk	Centre actions to manage issue/mitigate risk	Action by
family and similar close relationships) or close friends and their immediate family (e.g. son/daughter)	Marked work of said candidate is submitted for moderation whether part of the sample requested or not	
An extension to the deadline for submission of marks is required for a legitimate reason	Awarding body is contacted to determine if an extension can be granted Relevant staff are signposted to the JCQ document **A guide to the special consideration process** (5), to determine eligibility and the process to be followed for an extension	Exams Team
After submission of marks, it is discovered that the wrong task was given to candidates	Awarding body is contacted for guidance Relevant staff are signposted to the JCQ publication **A guide to the special consideration process** (section 2), to determine eligibility and the process to be followed to apply for special consideration for candidates	Exams Team
A candidate wishes to appeal/request a review of the marks awarded for their work by their teacher	Candidates are informed of the marks they have been awarded for their work prior to the marks being submitted to the awarding body Records confirm candidates have been informed of their marks Candidates are informed that these marks are subject to change through the awarding body's moderation process Candidates are informed of their marks to the timescale identified in the centre's internal appeals procedure and	Subject Leader

Issue/Risk	Centre actions to manage issue/mitigate risk	Action by
	prior to the internal deadline set by the exams officer for the submission of marks Through the candidate exam handbook, candidates are made aware of the centre's internal appeals procedure and timescale for submitting an appeal/request for a review of the centre's marking prior to the submission of marks to the awarding body	
Deadline for submitting work for formal assessment not met by candidate	Records confirm deadlines given and understood by candidates at the start of the course Candidates confirm/record deadlines known and understood Depending on the circumstances, awarding body guidance sought to determine if the work can be accepted late for marking providing the awarding body's deadline for submitting marks can be met Decision made (depending on the circumstances) if the work will be accepted late for marking or a mark of zero submitted to the awarding body for the candidate	Subject Leader and Exams Team
Deadline for submitting marks and samples of candidates work ignored by subject teacher	Internal/external deadlines are published at the start of each academic year Reminders are issued through senior leaders/subject heads as deadlines approach Records confirm deadlines known and understood by subject teachers	SLT Subject line manager

Issue/Risk	Centre actions to manage issue/mitigate risk	Action by
	Where appropriate, internal disciplinary procedures are followed	
Subject teacher long term absence during the marking period	See centre's **contingency plan** (Teaching staff extended absence)	Not Applicable

Access Arrangments Policy

Woodlands Community College

Access Arrangments Policy

Centre name	Woodlands Community College
Centre number	58631
Date policy first created	01/11/2023
Current policy approved by	Head of Centre
Current policy reviewed by	Exams and Data Manager
Date of review	01/11/2025
Date of next review	01/11/2026

Key staff involved in the policy

Role	**Name**
Head of centre	Mr J Henderson
Senior leader(s)	Mr P Smallman
Exams officer	Miss S Wicks
SENCo (or equivalent role)	Miss E Leavesley
Other staff (if applicable)	Mrs S Healey

This policy is reviewed and updated annually to ensure that access arrangements process at Woodlands Community College is managed in accordance with current requirements and regulations.

References in this policy to GR, ICE and AARA refer to the JCQ documents **General Regulations for Approved Centres, Instructions for conducting examinations** and **Acesss Arrangements and Reasonable Adjustments**.

References to legislation are to the Equality Act 2010. Separate legislation is in place for Northern Ireland (see AARA 1.8). The definitions and procedures in AARA relating to access arrangements and reasonable adjustments will also apply in Northern Ireland.

Introduction

(AARA Definitions)

Access arrangements

Access arrangements are agreed before an assessment. They allow candidates with specific needs, such as special educational needs, disabilities or temporary injuries to access the assessment and show what they know and can do without changing the demands of the assessment. The intention behind an access arrangement is to meet the needs of an individual candidate without affecting the integrity of the assessment. Access arrangements are the principal way in which awarding bodies comply with the duty under the Equality Act 2010 to make 'reasonable adjustments'.

Reasonable adjustments

The Equality Act 2010 requires an awarding body to make reasonable adjustments where a candidate, who is disabled within the meaning of the Equality Act 2010, would be at a substantial disadvantage in comparison to someone who is not disabled. The awarding body is required to take reasonable steps to overcome that disadvantage. An example would be a Braille paper which would be a reasonable adjustment for a vision impaired candidate who could read Braille. A reasonable adjustment may be unique to that individual and may not be included in the list of available access arrangements.

Whether an adjustment will be considered reasonable will depend on several factors which will include, but are not limited to:

- the needs of the disabled candidate;
- the effectiveness of the adjustment;
- the cost of the adjustment; and
- the likely impact of the adjustment upon the candidate and other candidates.

An adjustment will not be approved if it:

- involves unreasonable costs to the awarding body;
- involves unreasonable timeframes; or
- affects the security and integrity of the assessment.

This is because the adjustment is not 'reasonable'.

The centre must ensure that approved adjustments can be delivered to candidates.

Purpose of the policy

The purpose of this policy is to confirm that Woodlands Community College has a written record which clearly shows the centre is leading on the access arrangements process and:

- is complying with its obligation to identify the need for, request and implement access arrangements (GR 5.4)
- has a written process in place to check the qualification(s) of its assessor(s) and that the correct procedures are followed, as in Chapter 7 of the JCQ document *Access Arrangements and Reasonable Adjustments* (GR 5.4)

1. General principles

The head of centre/senior leadership team will appoint a SENCo, or an equivalent member of staff, to coordinate the access arrangements process within the centre and determine appropriate arrangements for candidates with learning difficulties and disabilities, those for whom English is an additional language and

those with a temporary illness or temporary injury. (GR 5.4)

A centre **must** make decisions on appropriate access arrangements for their candidates. Although professionals from other organisations may give advice, they **cannot** make the decision for the centre. They will not have a working knowledge of an individual candidate's needs and how their difficulties impact in the classroom and/or in timed assessments. It is the responsibility of the SENCo to make appropriate and informed decisions based on the JCQ regulations. (AA 4.2)

The principles for Woodlands Community College to consider include:

- The purpose of an access arrangement/reasonable adjustment is to ensure, where possible, that barriers to assessment are removed for a disabled candidate preventing them from being placed at a substantial disadvantage due to persistent and significant difficulties. The integrity of the assessment is maintained, whilst at the same time providing access to assessments for a disabled candidate (AARA 4.2)
- Although access arrangements/adjustments are intended to allow access to assessments, they cannot be granted where they will compromise the assessment objectives of the specification in question (AARA 4.2)
- Candidates may not require the same access arrangements/reasonable adjustments in each specification. Subjects and their methods of assessments may vary, leading to different demands of the candidate. The need for access arrangements/reasonable adjustments must be considered on a subject-by-subject basis (AARA 4.2)
- Applications for access arrangements/reasonable adjustments should be processed at the start of or during the first year of a two-year the course having firmly established a picture of need and normal way of working (AARA 4.2)
- Arrangements **must** always be approved **before** an examination or assessment (AARA 4.2)
- The arrangement(s) put in place **must** reflect the support given to the candidate in the centre (AARA 4.2)
- The candidate **must** have had appropriate opportunities to practise using the access arrangement(s)/reasonable adjustment(s) before their first examination (AARA 4.2)

The main elements of the process detailing staff roles and responsibilities in identifying the need for, requesting and implementing access arrangements/reasonable adjustments and the conduct of examinations are covered in:

- the Equalities policy

2. The assessment process

At Woodlands Community College, assessments are carried out by:

- an appropriately qualified assessor(s) appointed by the head of centre in accordance with the JCQ requirements (AARA 7.3)

Details and qualification(s) of the current assessor(s)

Mrs J Cuerden Spld Assessment Practising Certificate (APC) from the British Dyslexia Association

Appointment of assessors

At the point an assessor is engaged/employed at Woodlands Community College:

- Evidence of the assessor's qualification is obtained and checked against the current requirements (AARA 7.3)
- This process is carried out prior to the assessor undertaking any assessment of a candidate (AARA 7.3)
- Evidence of successful completion of a post- graduate course in individual specialist assessment at or

equivalent to Level 7 or a printout of a screenshot of HCPC or SASC registration is held on file for inspection purposes to evidence that the assessor(s) is/are suitably qualified (AARA 7.3, 7.4)

Additional information:

Not Applicable

Reporting the appointment of assessors

- Evidence that the assessor(s) is/are suitably qualified is held on file for inspection purposes (AARA 7.4)

When requested, the evidence will be presented to the JCQ Centre Inspector by:

- the Exams and Data Manager
- In the case of appropriately qualified psychologists (registered with the Health & Care Professions Council), or specialist teacher assessors holding a current SpLD Assessment Practising Certificate, who are directly employed within the centre, there is no need to record the names of these individuals within *Access arrangements online*. (AARA 7.4)
- The names of all other assessors, who are assessing candidates studying qualifications as covered by the *Access Arrangements and Reasonable Adjustments* document must be entered into *Access arrangements online* to confirm their status (AARA 7.4)

Process for the assessment of a candidate's learning difficulties by an assessor

Woodlands Community College confirms:

- Guidelines for the assessment of the candidate's learning difficulties by an assessor will be followed and Form 8 (JCQ/AA/LD - Profile of Learning Difficulties) will be completed (AARA 7.5, 7.6)
- Arrangements must be made for the candidate to be assessed by the centre's appointed assessor (AARA 7.5)
- Assessors **must** personally conduct the assessments. They **must not** sign off assessments carried out by another professional (AARA 7.5)
- The assessor **must** carry out tests which are relevant to support the application (AARA 7.5)
- A privately commissioned assessment, where the centre has not been involved, **cannot** be used to award access arrangements and **cannot** be used to process an application using *Access arrangements online* (AARA 7.3)
- Relevant staff working within the centre should always carefully consider any privately commissioned assessment to see whether the process of gathering a picture of need, demonstrating normal way of working within the centre and, ultimately, assessing the candidate themselves should be instigated (AARA 7.3)

Additional information:

Private candidates will need to provide evidence to the Centre's SENCO to support any access arrangements applications. if required, Testing documents and a copy of the assessors qualification certificate will also need to be provided.

Picture of need/normal way of working

Woodlands Community College confirms:

- Before the candidate's assessment, the person appointed in the centre **must** provide the assessor with background information, i.e. a picture of need has been painted, as required in Part 1 of Form 8. The

centre and the assessor **must** work together to ensure a joined-up and consistent process. (AARA 7.5)

Additional information:

Not applicable

3. Processing access arrangements and adjustments

Arrangements/adjustments requiring awarding body approval

Access arrangements online (AAO) is used to apply for approval of arrangements/adjustments for the qualifications listed within the JCQ document *Access Arrangements and Reasonable Adjustments*.

AAO is accessed through the JCQ Centre Admin Portal (CAP) by using any of the awarding body secure extranet sites. A single application for approval is required for each candidate regardless of the awarding body used.

Deadlines apply for each examination series for submitting applications for approval using AAO.

Online applications **must** only be processed where they are supported by the centre **and** the candidate meets the published criteria for the arrangement(s) with the full supporting evidence in place

Centre delegated arrangements/adjustments

Decisions relating to the approval of centre delegated arrangements/adjustments are made by:

- the SENDCO

Appropriate evidence, where required by the arrangement, is held on file by:

- the Exams and Data Manager

- **The use of a word processor**

The Word Processor Policy details the criteria Woodlands Community College specifically uses to award and allocate word processors for examinations and assessments.

- **Alternative rooming arrangements**

The Alternative room Policy details the criteria Woodlands Community College uses to award alternative rooming arrangements, e.g. a room for a smaller group of candidates with similar needs or an alternative room with one-to-one invigilation.

Additional information

Not Applicable

Modified papers

Modified papers are ordered using AAO.

- Modified papers must be ordered in advance of a specific examination series, no later than the published deadline for the series concerned (AARA 6.1)

- Modified papers are prepared for candidates for whom other adjustments are unsuitable. The modification of papers involves additional resources. Therefore centres must provide the awarding bodies with early notification that a candidate will require a modified paper. (AARA 6.1)

- Modified papers **must not** be ordered for candidates unless the centre intends to enter them for the relevant examination series (AARA 6.1)

- For the adjustment to be effective, the candidate must have had appropriate opportunities to practise

using an awarding body's past modified papers before their first examination (AARA 6.1)

Roles and responsibilities

When an access arrangement/reasonable adjustment has been processed on-line and approved, the evidence of need (where required) must be made available to a JCQ Centre Inspector upon request. An awarding body may also request evidence of need when considered necessary. This can either be in hard copy paper format or electronically. (AARA 4.2)

Where documentation is stored electronically an e-folder for each individual candidate must be created. The candidate's e-folder must hold each of the required documents for inspection. (AARA 4.2)

It is the responsibility of:

- the SENDCO to inform candidates that an application for access arrangements will be processed using *Access arrangements online*, complying with the UK GDPR and the Data Protection Act 2018
- The Exams and Data Manager to submit applications for approval using AAO
- The Sendco to keep detailed records for inspection purposes, whether electronically or in hard copy paper format, of all the essential information on file. This includes a copy of the candidate's approved application, appropriate evidence of need (where required) and evidence of the assessor's qualification (where required) (AARA 8.6)
- The Exams and Data Manager to submit applications for approval directly to an awarding body for any qualification that does not fall within the scope of AAO
- The Exam and Data Manager to order modified papers

Additional responsibilities:

Not Applicable

Changes 2025/2026

References to AA changed to AARA

(Added/Removed) Under heading **Roles and responsibilities**:

Added new bullet point to reference the requirement to comply with the UK GDPR and the Data Protection Act 2018.

Removed reference to a signed candidate personal data consent form and Data protection confirmation by the examinations officer or SENCo form which are no longer required.

This section will therefore need to be edited when reviewing and updating this policy for 2025/2026.

Centre-specific changes

Upon review in November 2025 no centre-specific updates or changes were applicable to this document.

Conficts of Interest Policy

Woodlands Community College

Conficts of Interest Policy

Centre name	Woodlands Community College
Centre number	58631
Date policy first created	02/11/2023
Current policy approved by	Head of Centre
Current policy reviewed by	Exams and Data Manager
Date of review	01/11/2025
Date of next review	01/11/2026

Key staff involved in the policy

Role	**Name**
Head of centre	Mr J Henderson
Senior leader(s)	Mr P Smallman
Exams officer	Miss S Wicks
Other staff (if applicable)	Mrs S Healey

This policy is reviewed and updated annually to ensure that conflicts of interest at Woodlands Community College are managed in accordance with current requirements and regulations.

Reference in the policy to **GR** relates to relevant sections of the current JCQ document **General Regulations for Approved Centres**.

Introduction

It is the responsibility of the head of centre to ensure that Woodlands Community College has in place for inspection a written conflicts of interest policy that must be reviewed and updated annually. This policy confirms that Woodlands Community College:

Manages conflicts of interest **by informing the awarding bodies**, before the published deadline for entries for each examination series, of:

- any members of centre staff who are taking qualifications at their own centre which include internally assessed components/units
- any members of centre staff who are teaching and preparing members of their family (which includes step-family, foster family and similar close relationships) or close friends and their immediate family (e.g. son/daughter) for qualifications which include internally assessed components/units, **and**

maintains internal records of all instances where:

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

Purpose of the policy

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

General principles

A process is in place to collect any declaration of interest from all centre staff to identify and manage any conflicts of interest

Declaration process

A declaration of interest form is sent to any member of staff as soon as the conflict has been identified. Completed forms must be returned to the Exams and Data Manager within 3 working days.

Managing conflicts of interest

A conflicts of interest log is maintained and any potential conflict declared by centre staff is centrally recorded on the log. The relevant awarding body/bodies is/are informed (where required by the nature of the conflict) of specific conflicts of interest/centre staff declarations before the published deadline for entries for each examination series by identifying and following the individual awarding body's administrative process. The agreed measures/protocols taken/put in place to mitigate any potential risk to the integrity of the qualifications affected are recorded on the log and the affected member of staff informed of these measures/protocols.

Additional information:

not applicable

Roles and responsibilities

The role of the head of centre is to ensure:

- conflicts of interest are managed according to the requirements in *General Regulations for Approved Centres* (5.3)
- internal records are maintained and that the records include details of the measures taken to mitigate any potential risk to the integrity of the qualifications affected
- the records are available where they may be requested by a JCQ Centre Inspector and/or awarding body staff
- the records are retained until the deadline for reviews of marking has passed or until any appeal, malpractice or other results enquiry has been completed, whichever is later
- that entering members of centre staff for qualifications at this centre is as a last resort in cases where the member of centre staff is unable to find another centre
- that proper protocols are in place to prevent the member of centre staff having access to examination materials prior to the examination and that other centre staff are briefed on maintaining the integrity and confidentiality of the examination materials
- that during the examination series the member of centre staff is treated in the same way as any other candidate entered for that examination, does not have access to examination materials and does not receive any preferential treatment

Additional responsibilities:

Ensure that centre staff are aware of the requirement to declare any interest - Ensure that declarations are recorded/logged as potential conflicts of interest

The role of the exams office/officer

To ensure the process for collecting declarations of interest is undertaken.

To identify and follow the awarding body's administrative process for submitting details of members of staff who are:

- taking qualifications which include internally-assessed components/units at their own centre
- teaching and preparing members of their family (which includes step-family, foster family and similar close relationships) or close friends and their immediate family (e.g. son/daughter) for qualifications which include internally-assessed components/units

To retain the records of the measures taken to mitigate any potential risk to the integrity of the qualifications affected until the deadline for reviews of marking has passed or until any appeal, malpractice or other results enquiry has been completed, whichever is later.

Additional responsibilities:

not applicable

Changes 2025/2026

In terms of JCQ regulations for 2025/2026, no changes are applicable to this policy.

(Updated) The **General principles** section content has been reformatted and will require the user to edit and repopulate this section.

Centre-specific changes

Upon review in November 2025, no centre-specific updates or changes were applicable to this document.)

Complaints Policy (Exams)

Woodlands Community College

Complaints Policy (Exams)

Centre name	Woodlands Community College
Centre number	58631
Date policy first created	02/11/2023
Current policy approved by	Head of Centre
Current policy reviewed by	Exams and Data Manager
Date of review	01/11/2025
Date of next review	01/11/2026

Key staff involved in the policy

Role	**Name**
Head of centre	Mr J Henderson
Senior leader(s)	Mr P Smallman
Exams officer	Miss S Wicks
Other staff (if applicable)	Mrs S Healey

This policy is reviewed and updated annually to ensure that any complaints at Woodlands Community College are managed in accordance with current requirements and regulations.

Purpose of the policy

The purpose of this policy is to confirm the arrangements for complaints at Woodlands Community College and confirms compliance with JCQ's **General Regulations for Approved Centres** (5.3, 5.8) in drawing to the attention of candidates and their parents/carers our written complaints policy which covers general complaints regarding the centre's delivery or administration of a qualification and our internal appeals procedure.

Grounds for complaint

A candidate (or their/parent/carer) at Woodlands Community College may make a complaint on the grounds below (This is not an exhaustive list).

Teaching and Learning

- Non-subject specialist teacher without adequate training/subject matter expertise utilised on a long-term basis
- Teacher lacking knowledge of new specification/incorrect core content studied/taught
- Core content not adequately covered
- Inadequate feedback for a candidate following assessment(s)
- Pre-release/advance material/set task issued by the awarding body not provided on time to an examination candidate
- The taking of an assessment, which contributes to the final grade of the qualification, not conducted according to the JCQ/awarding body instructions
- Candidate not informed of their centre-assessed mark prior to marks being submitted to the awarding body
- Candidate not informed of their centre-assessed mark in sufficient time to request/appeal a review of marking prior to marks being submitted to the awarding body
- Candidate not given sufficient time to review materials to make a decision whether to request a review of the centre-assessed mark
- Candidate unhappy with internal assessment decision (complainant to refer to the centre's **internal appeals procedure**)
- Centre fails to adhere to its internal appeals procedure

Additional grounds for complaint relating to teaching and learning:

Not Applicable

Access arrangements and special consideration

- Candidate not assessed by the centre's appointed assessor
- Candidate not involved in decisions made regarding their access arrangements
- Candidate was not informed that an application for access arrangements was to be processed using *Access arrangements online*, complying with the UK GDPR and the Data Protection Act 2018
- Candidate not informed/adequately informed of the arrangement(s) in place and the subjects or components of subjects where the arrangement(s) would not apply

- Examination information not appropriately adapted for a disabled candidate to access it
- Adapted equipment/assistive technology put in place failed during examination/assessment
- Approved access arrangement(s) not put in place at the time of an examination/assessment
- Appropriate arrangement(s) not put in place at the time of an examination/assessment as a consequence of a temporary injury or impairment
- Candidate unhappy with centre decision relating to access arrangements or special consideration (complainant to refer to the centre's **internal appeals procedure**)
- Centre fails to adhere to its internal appeals procedure

Additional grounds for complaint relating to access arrangements:

Not Applicable

Entries

- Failure to clearly explain a decision of early entry for a qualification to candidate (or parent/carer)
- Candidate not entered/entered late (incurring a late entry fee) for a required examination/assessment
- Candidate entered for a wrong examination/assessment
- Candidate entered for a wrong tier of entry

Additional grounds for complaint relating to examination entries:

Not applicable

Conducting examinations

- Failure to adequately brief candidate on examination timetable/regulations prior to examination/assessment taking place
- Room in which assessment held did not provide candidate with appropriate conditions for taking the examination
- Inadequate invigilation in examination room
- Failure to conduct the examination according to the regulations
- Online system failed during (on-screen) examination/assessment
- Disruption during the examination/assessment
- Alleged, suspected or actual malpractice incident not investigated/reported
- Failure to inform/update candidate on the accepted/rejected outcome of a special consideration application if provided by awarding body

Additional grounds for complaint relating to the conducting of examinations:

Not Aplicable

Results and Post-Results

- Before examinations, candidate not made aware of the arrangements for post-results services and the availability of senior members of centre staff after the publication of results
- Candidate not having access to a member of senior staff after the publication of results to discuss/make a decision on the submission of a results review/enquiry
- Candidate request for return of work after moderation and work not available/disposed of earlier than allowed in the regulations
- Candidate (or parent/carer) unhappy with a result (complainant to refer via exams officer to awarding body **post-results services**)
- Candidate (or parent/carer) unhappy with a centre decision not to support a clerical re-check, a review of marking, a review of moderation or an appeal (complainant to refer to the centre's **internal appeals procedure**)
- Centre fails to adhere to its internal appeals procedure
- Centre applied for the wrong post-results service/for the wrong script for a candidate
- Centre missed awarding body deadline to apply for a post-results service
- Centre applied for a post-results service for a candidate without gaining required candidate consent/permission

Additional grounds for complaint relating to results and post-results:

Not Applicable

Raising a concern/complaint

If a candidate (or parent/carer) has a general concern or complaint about the centre's delivery or administration of a qualification, Woodlands Community College encourages an informal resolution in the first instance.

This can be undertaken by:

- raising the concern or complaint in writing to the Exams and Data Manager

If a concern or complaint fails to be resolved informally, the candidate (or parent/carer) is then at liberty to make a formal complaint.

How to make a formal complaint

All documentation relating to the submission of a formal complaint is available from, and should be returned to:

- The Head of Centre

Formal complaints will be logged and acknowledged within:

- 7 working days

To make a formal complaint, candidates (or parents/carers) must:

- send details of the complaint in writing to the Head of Centre at the school's address

How a formal complaint is investigated

The head of centre will further investigate or appoint a member of the senior leadership team (who is not involved in the grounds for complaint and has no personal interest in the outcome) to investigate the

cpmplaint and report on the findings and conclusion.

The findings and conclusion of any investigation will be provided to the complainant within:

- 20 working days

Internal appeals procedure

Following the outcome, if the complainant remains dissatisfied and believes there are clear grounds, an appeal can be submitted.

To submit an appeal, candidates (or parents/carers) must:

- follow the centre's internal appeals procedure and complete and return an internal appeals form.

Appeals will be logged and acknowledged within:

- 7 working days

The appeal will be referred to:

- the Exams and Data manager as detailed in the internal appeals procedure.

It will be the responsibility of The Subject Leader to inform the appellant of the final conclusion in accordance with the internal appeals procedure.

Additional details on the internal appeals process:

not applicable

Changes 2025/2026

(update 01/10/2025)

(Removed/replaced) Under heading **Access arrangements and special consideration** removed reference to **candidate personal data consent form**/replaced with reference to complying with the UK GDPR and the
Data Protection Act 2018

Centre-specific changes

Upon review in November 2025 , no centre-specific updates or changes were applicable to this document.

Malpractice Policy (Exams)

Woodlands Community College

Malpractice Policy (Exams)

Centre name	Woodlands Community College
Centre number	58631
Date policy first created	16/11/2023
Current policy approved by	Head of Centre
Current policy reviewed by	Exams and Data Manager
Date of review	01/11/2025
Date of next review	01/11/2026

Key staff involved in the policy

Role	**Name**
Head of centre	Mr J Henderson
Senior leader(s)	Mr P Smallman
Exams officer	Miss S Wicks
Other staff (if applicable)	Mrs Sarah Healey

This policy is reviewed and updated annually to ensure that any malpractice at Woodlands Community College is managed in accordance with current requirements and regulations.

Reference in the policy to **GR** and **SMPP** relate to relevant sections of the current JCQ documents **General Regulations for Approved Centres** and **Suspected Malpractice: Policies and Procedures**.

Introduction

What are malpractice and maladministration?

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

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

which:

- gives rise to prejudice to candidates, 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 body or centre or any officer, employee or agent of any awarding body or centre (SMPP 1)

Candidate malpractice

'Candidate malpractice' normally involves 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, the presentation of any practical work, the compilation of portfolios of assessment evidence and the completion of any examination. (SMPP 2)

Centre staff malpractice

'Centre staff malpractice' means malpractice committed by:

- a member of staff, contractor (whether employed under a contract of employment or a contract for services) or a volunteer at a centre, or
- an individual appointed in another capacity by a centre, such as an invigilator, a Communication Professional, a Language Modifier, a practical assistant, a prompter, a reader or a scribe (SMPP 2)

Centre malpractice

'Centre malpractice' normally involves malpractice where there is an element of systemic failure, a breach in policies or widespread malpractice such that a centre-level sanction is appropriate (SMPP 2)

Suspected malpractice

For the purposes of this document, suspected malpractice means all alleged or suspected incidents of malpractice (regardless of how the incident might be categorised, as described in SMPP, section 1.9). (SMPP 2)

Purpose of the policy

To confirm Woodlands Community College:

- has in place for inspection that must be reviewed and updated annually, a written malpractice policy which covers all qualifications delivered by the centre detailing how candidates are informed and advised to avoid committing malpractice in examinations/assessments, how suspected malpractice issues should be escalated within the centre and reported to the relevant awarding body; it must also acknowledge the use

of AI (e.g. what AI is, when it may be used and how it should be acknowledged, the risks of using AI, what AI misuse is and how this will be treated as malpractice) (GR 5.3)

General principles

In accordance with the regulations Woodlands Community College will:

- take all reasonable steps to prevent the occurrence of any malpractice (which includes maladministration) before, during and after assessments have taken place (GR 5.11)
- inform the awarding body **immediately** of any alleged, suspected or actual incidents of malpractice or maladministration, involving a candidate or a member of staff, by completing the appropriate documentation (GR 5.11)
- as required by an awarding body, gather evidence of any instances of alleged or suspected malpractice (which includes maladministration) in accordance with the current JCQ document **Suspected Malpractice - Policies and Procedures** and provide such information and advice as the awarding body may reasonably require (GR 5.11)

Preventing malpractice

Woodlands Community College has in place:

- Robust processes to prevent and identify malpractice, as outlined in section 3 of the JCQ document **Suspected Malpractice: Policies and Procedures**. (SMPP 4.3)
- This includes ensuring that staff involved in the delivery of assessments and examinations understand the requirements for conducting these as specified in the following JCQ documents and any further awarding body guidance:
  - General Regulations for Approved Centres 2025-2026
  - Instructions for conducting examinations (ICE) 2025-2026
  - Instructions for conducting coursework 2025-2026
  - Instructions for conducting non-examination assessments 2025-2026
  - Access Arrangements and Reasonable Adjustments 2025-2026
  - A guide to the special consideration process 2025-2026
  - Suspected Malpractice: Policies and Procedures 2025-2026 (this document)
  - Plagiarism in Assessments
  - AI Use in Assessments: Protecting the Integrity of Qualifications
  - Post Results Services June 2025 and November 2025
  - A guide to the awarding bodies' appeals processes 2025-2026
  - Guidance for centres on cyber security

  (SMPP 3.2)

Additional information:

Not applicable

Informing and advising candidates how to avoid committing malpractice in examinations/assessments

All relevant malpractice Information including AI and Plagarism is shared with students by class teachers. Candidates are shown the "JCQ AI and assessments presentation for students" at the start of their course and then again at the beginning of each unit studied. They are also given regular updates from subject teachers who reiterate the rules around malpractice and when you can and can't use AI and how to reference this when you are allowed. All candidates will be asked to sign an AI declaration form confirming they fully understand the information given to them and that any AI misuse will be taken seriously and treated as malpractice. The support information is also available to students via our School website. Teachers will be emailed the most up to date support information during the first term of the new academic year and will be required to familiarise themselves with the content and confirm they have shared the supporting documents with students. The poster "AI and assessments - A quick guide for Students will be displayed in all relevant classrooms.

AI use in assessments

With reference to the JCQ guidance for Teachers & Assessors - AI Use in Assessments: Protecting the Integrity of Qualifications:

Students complete the majority of their exams and a large number of other assessments under close staff supervision with limited access to authorised materials and no permitted access to the internet. The delivery of these assessments should be unaffected by developments in AI tools as students must not be able to use such tools when completing these assessments.

There are some assessments in which access to the internet is permitted in the preparatory, research or production stages. The majority of these assessments will be Non-Examined Assessments (NEAs), coursework and internal assessments for General Qualifications (GQs) and Vocational & Technical Qualifications (VTQs). JCQ's guidance which is designed to help students and teachers to complete NEAs, coursework and other internal assessments successfully is followed in relation to these assessments.

All Recent AI information from JCQ has been emailed to teaching staff and shared with students.

The following JCQ support materials are also used to help teachers understand and prevent AI misuse and to help students to better understand the rules for use of AI in assessments:

AI information sheet for teachers,

AI poster for students,

AI senior leader presentation for teachers,

AI teacher presentation for students.

Candidates will be issued with of the JCQ **Information for candidates - AI (Artificial Intelligence and assessments)** or similar centre document prior to completing their work/prior to signing the declaration of authentication.

Identification and reporting of malpractice

Escalating suspected malpractice issues

Once suspected malpractice is identified, any member of staff at the centre can report it using the appropriate channels. (SMPP 4.3)

All suspected malpractice should be reported to the Exams and Data Manager, who will report it to the Senior leader overseeing the Exams and Data Team. The Senior leader will report all suspected cases to the Head of Centre.

Reporting suspected malpractice to the awarding body

- The head of centre will notify the appropriate awarding body immediately of all alleged, suspected or actual incidents of malpractice, using the appropriate forms, and will conduct any investigation and gathering of information in accordance with the requirements of the JCQ document **Suspected**

Malpractice: Policies and Procedures (SMPP 4.1.3)

- The head of centre will ensure that, where a candidate is a child or an adult at risk and is the subject of a malpractice investigation, the candidate's parent/carer/ appropriate adult is kept informed of the progress of the investigation (SMPP 4.1.3)
- Form JCQ/M1 will be used to notify an awarding body of an incident of candidate malpractice. Form JCQ/M2 will be used to notify an awarding body of an incident of suspected staff malpractice/maladministration (SMPP 4.4, 4.6)
- Candidate malpractice offences relating to the content of work (i.e. inappropriate/offensive content, copying/collusion, plagiarism (including AI misuse) and/or false declaration of authentication) which are discovered in a controlled assessment, coursework or non-examination assessment component prior to the candidate signing the declaration of authentication, do not need to be reported to the awarding body. Instead, they will be dealt with in accordance with the centre's internal procedures.

  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 where a candidate has signed the declaration of authentication, must be reported using a JCQ M1 to the relevant awarding body. If, at the time of the malpractice, there is no entry for that candidate (who the centre intended to enter), the centre is required to submit an entry by the required entry deadline. (SMPP 4.5)
- If, in the view of the investigator, there is sufficient evidence that an individual may have committedmalpractice, that individual (the candidate or the member of staff) will be informed of all the required information and the accused individual informed of their rights and responsibilities (SMPP 5.33-3.4)
- Once the information gathering has concluded, the head of centre (or other appointed information-gatherer) will submit a written report to the relevant awarding body summarising the information obtained and actions taken, accompanied by the information obtained during the course of their enquiries (5.35)
- Form JCQ/M1 will be used when reporting candidate cases; for centre staff, form JCQ/M3 will be used (SMPP 5.37)
- The awarding body will decide on the basis of the report, and any supporting documentation, whether there is evidence of malpractice and if any further investigation is required. The head of centre will be informed accordingly (SMPP 5.40)

Additional information:

Not Applicable

Communicating malpractice decisions

Once a decision has been made, it will be communicated in writing to the head of centre as soon as possible. The head of centre will communicate the decision to the individuals concerned and pass on details of any sanctions and action in cases where this is indicated. The head of centre will also inform the individuals if they have the right to appeal. (SMPP 11.1)

Additional information:

Not applicable

Appeals against decisions made in cases of malpractice

Woodlands Community College will:

- Provide the individual with information on the process and timeframe for submitting an appeal, where relevant
- Refer to further information and follow the process provided in the JCQ document **A guide to the awarding bodies' appeals processes**

Additional information:

Not Applicable

Changes 2025/2026

(Added) New heading **Centre malpractice** added.

(Added) Under heading **Preventing malpractice** added to the list of JCQ documents.

(Added/amended) Under heading **AI use in assessments**:

- additional/amended text added in bullet points to reflect slight changes in SMPP
- optional insert field added referencing the JCQ document I**nformation for candidates - AI (Artificial Intelligence and assessments)** or similar centre document.

(Amended) Under heading **Reporting suspected malpractice to the awarding body** text amended to reflect wording changes/additions in SMPP.

Centre-specific changes

Informing and advising candidates how to avoid committing malpractice in examinations/assessments.

Added - All relevant malpractice Information including AI and Plagarism is shared with students by class teachers. Candidates are shown the "JCQ AI and assessments presentation for students" at the start of their course and then again at the beginning of each unit studied. They are also given regular updates from subject teachers who re-itterate the rules around malpractice and when you can and can't use AI and how to reference this when you are allowed. All candidates will be asked to sign an AI declaration form confirming they fully understand the information given to them and that any AI misuse will be taken seriously and treated as malpractice. The support information is also available to students via our school website. Teachers will be emailed the most up to date support information during the first term of the new academic year and will be required to familiarise themselves with the content and confirm they have shared the supporting documents with students. The poster "AI and assessments - A quick guide for Students will be displayed in all relevant classrooms.

Escalating suspected malpractice issues

Added - All suspected malpractice should be reported to the Exams and Data Manager, who will report it to the Senior leader overseeing the Exams and Data Team. The Senior leader will report all suspected cases to the Head of Centre.

Exam Contingency Plan

Woodlands Community College

Exam Contingency Plan

Centre name	Woodlands Community College
Centre number	58631
Date plan first created	15/11/2023
Current plan approved by	Head of Centre
Current plan reviewed by	Exams and Data Manager
Date of review	01/11/2025
Date of next review	01/11/2026

Key staff involved in the plan

Role	**Name**
Head of centre	Mr J Henderson
Senior leader(s)	Mr P Smallman
Exams officer	Miss S Wicks
SENCo (or equivalent role)	Miss E Leavesley
Other staff (if applicable)	Mrs Sarah Healey

This plan is reviewed and updated annually to ensure that contingency planning at Woodlands Community College is managed in accordance with current requirements and regulations.

Purpose of the plan

This plan examines potential risks and issues that could cause disruption to the examination and assessment process.

By outlining actions/procedures to be invoked in case of disruption it is intended to mitigate the impact these disruptions have on processes at Woodlands Community College.

Alongside internal processes this plan is informed by the Ofqual **Exam system contingency plan: England, Wales and Northern Ireland** which provides guidance in thedocument 'What schools and colleges and other centres should do if exams or other assessments are seriously disrupted', the **JCQ Joint Contingency Plan** for the Examination System in England, Wales and Northern Ireland and the JCQ document **Preparing for disruption to examinations**.

This plan details how Woodlands Community College complies with the JCQ's **General Regulations for Approved Centres** (5.3 *Centre management*) by having in place for inspection that must be reviewed and updated annually by a member of the senior leadership team and communicated within the centre:

- a contingency plan which covers all aspects of examination/assessment administration and delivery

Contingency arrangements

The centre **must** have an up to date written contingency plan.

The contingency plan **must** cover all aspects of examination/assessment administration and delivery. Senior leaders **must** have robust contingency arrangements in place that will minimise the risk to examination/assessment administration and delivery and any adverse impact on candidates.

The plan **must** cover the following scenarios:

- the head of centre, relevant senior leader(s) with oversight of examination and assessment administration, SENCo (or equivalent role), examinations officer or any other key staff essential to the examination process being absent at a critical stage of the examination cycle
- the potential impact of other events such as flooding which could lead to all or parts of the centre becoming unavailable
- potential issues with the centre's IT systems

As part of the contingency plan the centre **must** identify an alternative site or alternative sites which can be used if examinations cannot be conducted at the registered address. Larger centres may require more than one potential alternative site or different sites for different year groups.

The centre **must** have at least one senior member of staff (senior designated contact) who is available to manage emergency requests from awarding bodies that are results related during the summer holidays. However, a number of contacts can be provided to reduce the risk of this falling on one individual throughout the summer holidays.

The centre **must** ensure where candidates' work is produced electronically it is backed-up and should consider the contingency of candidates' work being backed-up on two separate devices, including one off-site back-up via the Cloud. Appropriate security arrangements must be implemented which protect candidates' work in the event of IT system corruption and cyber-attacks. (GR 3.17-19)

Operating across more than one centre

National Centre Number Register and other information requirements

The head of centre will ensure that the centre completes the National Centre Number Register annual update by the end of October every year (even if there are no changes to centre details) which includes providing senior designated contact details (this might include a personal mobile number and/or email address). These must be the contact details of someone who can be reached in an emergency if the centre is closed over the summer and who can mobilise resources to respond to the issue. (GR 5.3)

Head of centre/senior leader(s) with oversight of examination and assessment adminstration absence at a critical stage of the exam cycle

Where the head of centre may be absent at a critical stage of the examination cycle, main duties and responsibilities will be escalated in accordance with the centre's written escalation process.

Possible causes of disruption to the exam process

1. Exams officer extended absence at a critical stage of the exam cycle

Criteria for implementation of the plan

Key tasks required in the management and administration of the exam cycle not undertaken including:

Planning

- annual data collection exercise not undertaken to collate information on qualifications and awarding body specifications being delivered
- annual exams plan not produced identifying essential key tasks, key dates and deadlines
- sufficient invigilators not recruited

Entries

- awarding bodies not being informed of early/estimated entries which prompts release of early information required by teaching staff
- candidates not being entered with awarding bodies for external exams/assessment
- awarding body entry deadlines missed or late or other penalty fees being incurred

Pre-exams

- invigilators not trained or updated on changes to instructions for conducting exams
- exam timetabling, rooming allocation; and invigilation schedules not prepared
- candidates not briefed on exam timetables and awarding body information for candidates
- confidential exam/assessment materials and candidates' work not stored under required secure conditions
- internal assessment marks and samples of candidates' work not submitted to awarding bodies/external moderators

Exam time

- exams/assessments not taken under the conditions prescribed by awarding bodies
- required reports/requests not submitted to awarding bodies during exam/assessment periods, for example very late arrival, suspected malpractice, special consideration
- candidates' scripts not dispatched as required for marking to awarding bodies

Results and post-results

- access to examination results affecting the distribution of results to candidates
- the facilitation of post-results services

Other criteria:

no other criteria identified

Centre actions to mitigate the impact of the disruption listed above

The centre will:

ensure that at least 1 other member of staff from the exams team is fully trained in all aspects of the exam cycle. Other Staff members as directed by the Head of Centre to provide support in this instance.

2. SENCo (or equivalent role) **extended absence at a critical stage of the exam cycle**

Criteria for implementation of the plan

Key tasks required in the management and administration of the access arrangements process within the exam cycle not undertaken including:

Planning

- candidates not tested/assessed to identify potential access arrangement requirements
- centre fails to recognise its duties towards disabled candidates as defined under the terms of the Equality Act 2010
- evidence of need and evidence to support normal way of working not collated

Pre-exams

- approval for access arrangements not applied for to the awarding body
- centre-delegated arrangements not put in place
- modified paper requirements not identified in a timely manner to enable ordering to meet external deadline
- staff (facilitators) providing support to access arrangement candidates not allocated and trained

Exam time

- access arrangement candidate support not arranged for exam rooms

Other criteria:

no other criteria identified

Centre actions to mitigate the impact of the disruption listed above

The centre will:

appoint the KS3 SENDCO to cover in the absence of the KS4 SENDCO, supported by the SLT line manager in charge of SEN

3. Teaching staff (or other key staff essential to the examination process) **extended absence at a critical stage of the exam cycle**

Criteria for implementation of the plan

Key tasks not undertaken including:

- Early/estimated entry information not provided to the exams officer on time; resulting in pre-release information not being received

- Final entry information not provided to the exams officer on time; resulting in candidates not being entered for exams/assessments or being entered late/late or other penalty fees being charged by awarding bodies
- Non-examination assessment tasks (including controlled assessment and coursework) not set/issued/taken by candidates as scheduled
- Candidates not being informed of centre assessed marks before marks are submitted to the awarding body and therefore not being able to consider appealing internal assessment decisions and requesting a review of the centre's marking
- Internal assessment marks and candidates' work not provided to meet awarding body submission deadlines

Other criteria:

No other criteria identified

Centre actions to mitigate the impact of the disruption listed above

The centre will:

ensure that this is managed by the subject leader and SLT line manager for the department

4. Invigilators - lack of appropriately trained invigilators or invigilator absence

Criteria for implementation of the plan

- Failure to recruit and train sufficient invigilators to conduct exams
- Invigilator shortage on peak exam days
- Invigilator absence on the day of an exam

Other criteria:

no other criteria identified

Centre actions to mitigate the impact of the disruption listed above

The centre will:

provide invigilator training for all TA's and some other support staff ahead of the Exams series. These members of staff will be used where necessary and will not invigilate for any students they directly work with.

5. Exam rooms - lack of appropriate rooms or main venue(s) unavailable at short notice

Criteria for implementation of the plan

- Exams officer unable to identify sufficient/appropriate rooms during exams timetable planning
- Insufficient rooms available on peak exam days
- Main exam venues unavailable due to an unexpected incident at exam time

Other criteria:

no other criteria identifed

Centre actions to mitigate the impact of the disruption listed above

The centre will:

- (where main exam venue(s) unavailable due to an unexpected incident at exam time) where possible, make use of other available rooms within the centre, prioritising candidates whose progression will be severely delayed if they do not take their exam or timetabled assessment when planned
- identify whether the exam or timetabled assessment can be sat at an alternative venue, in agreement with the relevant awarding body
- (where main exam venue(s) unavailable due to an unexpected incident at exam time) where possible, move to alternative venue, prioritising candidates whose progression will be severely delayed if they do not take their exam or timetabled assessment when planned
- **Alternative site**(s) details: A local Sports hall or another centre nearby
- communicate with candidates (and where appropriate, parents/carers) any changes to the exam or assessment timetable or to the venue
- **Communication** details: Parents and carers will be notified by text and email. Detailed information of any venue changes will be signposted on social media and our website.
- ensure the secure transportation of question papers or assessment materials to the alternative venue
- (after the exam) consider whether any candidate's ability to take the assessment or demonstrate their level of attainment has been materially affected and, if so, apply for special consideration

Other centre actions:

No other actions identified

6. Cyber security

Criteria for implementation of the plan

- Where any incidents might compromise any aspect of assessment delivery, such as a cyber-attack

Other criteria:

no other criteria identified

Centre actions to mitigate the impact of the disruption listed above

The centre will:

Implement robust network security measures, such as firewalls to protect from remote intrusion, and a secure network.
Implement an ICT Acceptable Use and E-Safety Policy.
Enforce strong password policies and encourage the use of multifactor authentication (MFA) for accessing systems and data.
Educate staff and students on creating strong passwords and the importance of keeping them confidential.
Regularly Update Software: Maintain up-to-date software across all devices, including operating systems, antivirus software, and applications.
Implement data backups
Implement auto-saving of information in software packages
Implement a web filter (Lightspeed) to protect users from accessing malicious content
Implement network management software with rule sets to to mitigate the risk of users accessing malicious content and/or applications and capture
images, videos and logs of any breaches to policy.
Monitor users usage using the above described methods

7. Failure of IT systems

Criteria for implementation of the plan

- IT system corruption affecting candidates' work
- MIS/IT system failure at final entry deadline
- MIS/IT system failure during exams preparation
- MIS/IT system failure at results release time

Other criteria:

no other criteria identified

Centre actions to mitigate the impact of the disruption listed above

The centre will:

Have IT Support personnel available to diagnose and resolve the fault
Communicate to all appropriate stakeholders the issue and steps being taken to resolve
Communicate to exam board in the event that delivery is impacted or that deadlines are unlikely to be met.
Implement preventative strategies to mitigate IT/MIS malfunction, including but not limited to:
o Pro-active maintenance – Checking of equipment prior to use
o Reactive repairs – use of helpdesk system for reporting issues with equipment
o Patched updates – Updates are pushed out regularly
o Follow local authority advice on MIS
o Investment into reliable technology and infrastructure

8. Emergency evacuation of the exam room (or centre lockdown)

Criteria for implementation of the plan

- Whole centre evacuation (or lockdown) during exam time due to serious incident resulting in exam candidates being unable to start, proceed with or complete their exams

Other criteria:

No other criteria identified

Centre actions to mitigate the impact of the disruption listed above

The centre will:

- refer to and invoke its (exams) emergency evacuation policy/procedure in line with JCQ's 'Centre emergency evacuation procedure' (or its (exams) lockdown policy)
- contact the relevant awarding body as soon as possible and follow its instructions
- where accommodation is limited, prioritise candidates whose progression will be severely delayed if they do not take their exam or timetabled assessment when planned
- (after the exam) consider whether any candidate's ability to take the assessment or demonstrate their level of attainment has been materially affected and, if so, apply for special consideration

Other centre actions:

No other actions identified

9. Disruption of teaching time in the weeks before an exam - centre closed for an extended period

Criteria for implementation of the plan

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

Other criteria:

No other criteria identified

Centre actions to mitigate the impact of the disruption listed above

The centre will:

- recognise it remains the responsibility of the centre to prepare students, as usual, for examinations
- facilitate alternative methods of learning
- communicate with candidates (and where appropriate, parents/carers) information relating to alternative methods of learning
- **Communication** details: home communication via text and email. Social media platforms and the school website will be updated on a regular basis
- take advice offered by the awarding body regarding alternative arrangements for conducting examinations that may be available
- take advice offered by the awarding body on the options for candidates who have not been able to take scheduled examinations
- advise candidates, where appropriate, of the opportunities to take their exam or assessment at a later date

Other centre actions:

No other actions identified

10. Candidates may not be able to take examinations - centre remains open

Criteria for implementation of the plan

- Candidates may not be able to attend the examination centre to take examinations as normal because of a crisis

Other criteria:

No other criteria identified

Centre actions to mitigate the impact of the disruption listed above

The centre will:

- focus on options that enable candidates to take their examinations (referencing the JCQ document *Preparing for disruption to examinations*)
- take advice offered by the awarding body on the options for candidates who have not been able to take scheduled examinations
- discuss alternative arrangements with the awarding body if a candidate misses an exam or loses their assessment due to an emergency, or other event, outside of the candidate's control
- identify whether the exam or timetabled assessment can be sat at an alternative venue, in agreement with the relevant awarding body, ensuring the secure transportation of questions papers or assessment

materials to the alternative venue

- communicate with candidates (and where appropriate, parents/carers) any changes to the exam or assessment timetable or to the venue
- **Communication** details: home communication via text and email. Social media platforms and the school website will be updated on a regular basis
- consider whether any candidates' ability to take the assessment or demonstrate their level of attainment has been materially affected and, if so, apply for special consideration

Other centre actions:

No other actions identified

11. Centre may not be able to open for examinations

(including in the event of the centre being unavailable for examinations owing to an unforseen emergency)

Criteria for implementation of the plan

- Centre may not be able to open as normal for scheduled examinations

Other criteria:

no other criteria identified

Centre actions to mitigate the impact of the disruption listed above

The centre will:

-
- take advice, or follow instructions, from relevant local or national agencies in deciding whether the centre is able to open
- contact the relevant awarding body as soon as possible and follow its instructions (This could include implementing alternative arrangements for the conducting of examinations and notifying the JCQ Centre Inspection Service of an alternative site arrangement by submitting the JCQ Alternative Site form online, using the Centre Admin Portal)
- contact the relevant awarding body as soon as possible and follow its instructions
- discuss alternative arrangements with the awarding body if the exam or assessment cannot take place
- follow guidance provided by the awarding body on the conduct of examinations in such circumstances
- where accommodation is limited, prioritise candidates whose progression will be severely delayed if they do not take their exam or timetabled assessment when planned
- communicate with candidates (and where appropriate, parents/carers) any changes to the exam or assessment timetable or to the venue
- **Alternative site**(s) details:
  Btterne Park School
- **Communication** details: home communication via text and email. Social media platforms and the school website will be updated on a regular basis
- consider whether any candidates' ability to take the assessment or demonstrate their level of attainment has been materially affected and, if so, apply for special consideration

Other centre actions:

No other actions identified

12. Disruption in the distribution of examination papers

Criteria for implementation of the plan

- Disruption to the distribution of examination papers to the centre in advance of examinations

Other criteria:

No other criteria identified

Centre actions to mitigate the impact of the disruption listed above

The centre will:

- liaise with awarding bodies regarding the provision of electronic access to examination papers via a secure external network and will ensure when copies are received/made these are stored under secure conditions
- follow guidance provided by the awarding body on the conduct of examinations in such circumstances
- understand that as a last resort, and in close collaboration with centres and regulators, awarding organisations will consider scheduling of the examination on an alternative date
- communicate with candidates (and where appropriate, parents/carers) any changes to the exam or assessment timetable or to the venue

Other centre actions:

No other actions identified

13. Delay in collection arrangements for completed examination scripts

Criteria for implementation of the plan

- Delay in normal collection arrangements for completed examination scripts/assessment evidence

Other criteria:

No other criteria identified

Centre actions to mitigate the impact of the disruption listed above

The centre will:

- where examinations are part of the national 'yellow label' service or where awarding organisations arrange collections, seek advice from the relevant awarding organisations and will not make its own arrangements for transportation unless told to do so by the awarding organisation
- for any examinations where the centre makes its own arrangements for transportation, investigate alternative dispatch options that comply with the requirements detailed in the JCQ document *Instructions for conducting examinations*
- ensure the secure storage of completed examination scripts until as close to the collection time as possible

Other centre actions:

No other actions identified

14. Assessment evidence is not available to be marked

Criteria for implementation of the plan

- Large scale damage to or destruction of completed examination scripts/assessment evidence before it can be marked
- Completed examination scripts/assessment evidence does not reach awarding organisations

Other criteria:

No other criteria identified

Centre actions to mitigate the impact of the disruption listed above

The centre will:

- liaise with the awarding body to determine if candidate marks for affected assessments may be able to be generated based on other appropriate evidence of candidate achievement as defined by the awarding body
- where marks cannot be generated by awarding body, inform candidates they may need to retake the affected assessment in a subsequent assessment series

Other centre actions:

No other actions identified

15. Centre unable to distribute results as normal (including in the event of the centre being unavailable on results day owing to an unforseen emergency) or facilitate post-results services

Criteria for implementation of the plan

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

Other criteria:

No other criteria identified

Centre actions to mitigate the impact of the disruption listed above

The centre will:

- make arrangements to access its results at an alternative venue/share facilities with another centre if this is possible, in agreement with the relevant awarding body
- make arrangements to coordinate access to post-results services from an alternative venue
- **Alternative site**(s) details:
  A local Sports hall or another centre nearby
- make arrangements to make post-results requests at an alternative location
- contact the relevant awarding body if electronic post-results requests are not possible
- inform candidates of any alternative arrangements in place for the distribution of results and the facilitation of post-results services
- **Communication** details: Home communication via text and email. Information to be signposted on all social media platforms and the schools website

Other centre actions:

No other actions identified

16. Any other cause of disruption to the exam process

Cause of disruption

No further causes identified

Centre actions to mitigate the impact of the disruption listed above

not applicable

Changes 2025/2026

(Changed) Under heading **Contingency arrangements** slight change of wording to reflect GR 3.17-19.

(Changed) Under heading **National Centre Number Register and other information requirements** slight change of wording to reflect GR 5.3.

(Changed) Heading **Head of centre/senior leader(s) with oversight of examination and assessment administration absence at a critical stage of the exam cycle**.

(Changed) Heading **3. Teaching staff** (or other key staff essential to the examination process) **extended absence at a critical stage of the exam cycle**

(Changed) Heading **6. Cyber security** and amended criteria for implementation of the plan.

(Changed) Heading **11. Centre may not be able to open for examinations**

(Updated) Under heading below **Further guidance to inform procedures and implement contingency planning**, relevant links and information has been updated and outdated links/information removed.

Centre-specific changes

Upon review in November 2025, no centre-specific updates or changes were applicable to this document.)

Further guidance to inform procedures and implement contingency planning

DfE

Meeting digital and technology standards in schools and colleges - Cyber security standards for schools and colleges

Ofqual

Ofqual guidance extract taken directly from the **Exam system contingency plan: England, Wales and Northern Ireland - What schools and colleges and other centres should do if exams or other assessments are seriously disrupted** www.gov.uk/government/publications/exam-system-contingency-plan-england-wales-and-northern-ireland/what-schools-and-colleges-should-do-if-exams-or-other-assessments-are-seriously-disrupted

"This document was updated in October 2023 to include Ofqual's final decisions on long-term resilience arrangements, and the Department for Education (DfE)'s guidance for education settings with confirmed reinforced autoclaved aerated concrete (RAAC).

In addition to this guidance, you will need to be aware of your specific responsibilities for local and national school preparations and contingencies. You should also follow advice from relevant public health bodies.

Contingency planning

Awarding organisations are required to establish, maintain and comply with an up-to-date detailed written contingency plan, to mitigate any incident they have identified may occur. This includes having communication plans for external parties (Ofqual General Condition of Recognition A6). Schools and colleges should also be prepared for possible disruption to exams and assessments and make sure staff are aware of these plans.

Disruption to assessments or exams

In the absence of any instruction from the relevant awarding organisation, you should make sure that any exam or timetabled assessment takes place if it is possible to hold it. This may mean relocating to alternative premises. You should discuss alternative arrangements with your awarding organisation if:

- the exam or assessment cannot take place
- a student misses an exam or loses their assessment due to an emergency, or other event, outside of the student's control

You may also wish to see the JCQ's notice to centres on exam contingency plans and JCQ's notice on preparing for disruption to examinations in England, Wales and Northern Ireland for qualifications within its scope.

Steps you should take

Exam planning

Review your contingency plans well in advance of each exam or assessment series. Consider how, if the contingency plan is invoked, you will comply with the awarding organisation's requirements.

Schools, colleges and other exam centres must speak to the relevant awarding organisations as soon as possible if they are expecting any disruption that might affect the sitting of exams and assessments.

In the event of disruption

- Contact the relevant awarding organisation and follow its instructions.
- Take advice, or follow instructions, from relevant local or national agencies in deciding whether your centre is able to open.
- Identify whether the exam or timetabled assessment can be sat at an alternative venue, in agreement with the relevant awarding organisation, ensuring the secure transportation of questions papers or assessment materials to the alternative venue.
- Where accommodation is limited, prioritise students whose progression will be severely delayed if they do not take

their exam or timetabled assessment when planned.

- In the event of an evacuation during an examination please refer to JCQ's Centre emergency evacuation procedure
- Communicate with students, parents and carers any changes to the exam or assessment timetable or to the venue.
- Communicate with any external assessors, invigilators or relevant third parties regarding any changes to the exam or assessment timetable.

After the exam

- Consider whether any students' ability to take the assessment or demonstrate their level of attainment has been materially affected and, if so, apply to the relevant awarding organisation for special consideration.
- Advise students, where appropriate, of the opportunities to take their exam or assessment at a later date.
- Ensure that scripts are stored under secure conditions.
- Return scripts to awarding organisations in line with their instructions. Never make alternative arrangements for the transportation of completed exam scripts, unless told to do so by the awarding organisation.

Steps the awarding organisation should take

Exam planning

- Establish and maintain, and at all times comply with, an up-to-date, written contingency plan.
- Ensure that the arrangements in place with centres and other third parties enable them to deliver and award qualifications in accordance with their conditions of recognition.

In the event of disruption

- Take all reasonable steps to mitigate any adverse effect, in relation to their qualifications, arising from any disruption.
- Provide effective guidance to any of their centres delivering qualifications.
- Ensure that where an assessment must be completed under specified conditions, students are able to complete the assessment under those conditions (other than where any reasonable adjustments or special considerations require alternative conditions).
- Promptly notify the relevant regulators about any event which could have an adverse effect on students, standards or public confidence.
- Coordinate its communications with the relevant regulators where the disruption has an impact on multiple centres or a wide range of learners.

After the exam

Consider any requests for special consideration for affected students; for example, those who may have lost their internally assessed work or whose performance in assessments or exams could have been affected by the disruption.

If any students miss an exam or are disadvantaged by the disruption

If some of the students have been adversely affected by the disruption, you should ask the awarding organisation about applying for special consideration.

Decisions about special consideration, when it is or is not appropriate, is for each awarding organisation to make. Their decisions might be different for different qualifications and for different subjects, depending on their specific policies.

See also JCQ's guidance on special consideration

Wider communications

The regulators, Ofqual in England, Qualifications Wales in Wales and CCEA Regulation in Northern Ireland, will share timely and accurate information, as required, with awarding organisations, government departments and other stakeholders.

The DfE in England, the DfE in Northern Ireland, and the Welsh Government will inform the relevant government ministers as soon as it becomes apparent that there will be significant local or national disruption, and ensure that they are kept updated until the matter is resolved.

Awarding organisations will alert the Universities and Colleges Admissions Service (UCAS) and the Central Applications Office (CAO) about any impact of the disruption on their deadlines and liaise regarding student progression to further and higher education.

Awarding organisations will alert relevant professional bodies or employer groups if the impact of disruption particularly affects them.

Widespread national disruption to the taking of examinations or assessments

As education is devolved, in the event of any widespread sustained national disruption to examinations or assessments, national government departments will communicate with regulators, awarding organisations and centres prior to a public announcement. Regulators will provide advice to government departments on implications for examinations and assessments, including exam timetables.

In September 2023, Ofqual and the DfE published joint consultation decisions on long-term resilience arrangements. As in 2023, Ofqual has provided guidance on collecting evidence of student performance to ensure resilience in the qualifications system for students entering GCSEs, AS and A levels, the Advanced Extension Award and Project qualifications. For VTQs and other qualifications used alongside or instead of GCSEs, AS and A levels, awarding organisations will provide guidance where needed and will contact schools and colleges with more information.

In December 2022, Qualifications Wales published guidance for contingency assessment arrangements for GCSEs, AS and A levels and Skills Challenge Certificates in the event that a national decision is made to cancel exams. This guidance is still relevant for the current academic year.

The DfE has updated its guidance on handling strike action in schools in England in light of the industrial action in 2023. The guidance recommends schools should prioritise the running of examinations and assessments on any strike days, and should review their contingency plans to make this happen. Schools, colleges and other exam centres must speak to the relevant awarding organisations if they are expecting any disruption that might affect the sitting of exams and assessments.

The DfE has also issued guidance for education settings with confirmed reinforced autoclaved aerated concrete (RAAC) in their buildings. It includes the need for contingencies for possible disruption to examinations and links to the existing emergency planning guidance.

We will update this page as necessary, with any further relevant links, should national disruption occur.

General contingency guidance

- emergency planning and response for education, childcare and children's social care settings from the DfE in England
- handling strike action in schools from the DfE in England
- school organisation: local-authority-maintained schools from the DfE in England
- reinforced autoclaved aerated concrete: guidance for education settings with confirmed RAAC from the DfE in England
- exceptional closure days: Northern Ireland from the Department of Education in Northern Ireland
- checklist - exceptional closure of schools from the Department of Education in Northern Ireland

- school terms and school closures from NI Direct
- opening schools, childcare and play settings in extreme bad weather and extreme hot weather - guidance for schools from the Welsh Government
- emergency planning and response guidance for education and childcare settings- guidance for schools and education settings from the Welsh Government
- protective security and preparedness for education settings from the DfE
- police guidance from National Counter Terrorism Security Office and partners on preparing for threats
- cyber security guidance for schools and colleges from the National Cyber Security Centre"

JCQ

JCQ guidance taken directly from Instructions for conducting examinations 2025-2026section 15, **Contingency planning**

"15.1 The qualification regulators, awarding bodies and government departments responsible for education have prepared and agreed information for schools and colleges in the event of examinations being seriously disrupted. This jointly agreed information will ensure consistency of response in the event of major disruption to the examinations system affecting significant numbers of candidates.

Further information may be found at: www.gov.uk/government/publications/exam-system-contingency-plan-england-wales-and-northern-ireland

15.2 In addition, awarding bodies have their own well-established contingency plans in place to respond to disruptions. It is important that exams officers who are facing disruption liaise directly with the relevant awarding body or bodies.

15.3 All centres must have a written examination contingency plan which covers all aspects of examination administration. This will allow members of the senior leadership team to act immediately in the event of an emergency or where the head of centre, examinations officer or SENCo is absent at a critical stage of the examination cycle. The examination contingency plan should reinforce procedures in the event of the centre being unavailable for examinations owing to an unforeseen emergency.

All relevant centre staff must be familiar with the examination contingency plan. Consideration should be given as to how these arrangements will be communicated to candidates, parents and staff should disruption to examinations occur.

15.4 If the head of centre decides the centre cannot be opened for scheduled examinations, the centre's contingency plan must be invoked, utilising the centre's althernative site(s) and the relevant awarding bodies must be informed as soon as possible. Awarding bodies will be able to offer advice regarding the alternative arrangements for conducting examinations that may be available and the options for candidates who have not been able to take scheduled examinations.

15.5 The awarding bodies will designate 'contingency sessions' for examinations, summer 2026. This is consistent with the qualification regulators' document *Exam system contingency plan: England, Wales and Northern Ireland* - www.gov.uk/government/publications/exam-system-contingency-plan-england-wales-and-northern-ireland

15.6 The designation of 'contingency sessions' within the common examination timetable is for use in the event of national or significant local disruption to examinations. It is part of the awarding bodies' standard contingency planning for examinations.

15.7 In the event that there is national disruption to a day of examinations in summer 2026, the awarding bodies will liaise with the qualification regulators and government departments to agree the most appropriate option for managing the impact. As a last resort, the affected examinations will be rescheduled. Although every effort would be taken to keep the impact to a minimum, it is possible that there could be more than one timetable date affected following the disruption, up to and including the last contingency day. Centres will be alerted if it was agreed to reschedule the examinations and the affected candidates will be expected to make themselves available in such

circumstances. The decision regarding the re-scheduling of examinations will always rest with the awarding body. The centre must conduct the examination on the scheduled date unless instructed to do otherwise by the awarding body.

15.8 Where candidates choose not to be available for the rescheduled examination(s) for reasons other than those traditionally covered by special consideration, they will not be eligible for enhanced grading. Centres **must**, therefore, ensure candidates and parents are aware of the contingency arrangements so that they may take them into account when making their plans for the summer. However, the awarding bodies will not insist upon candidates being available throughout the entire timetable period as a matter of course."

Links to other JCQ documentation

JCQ Joint Contingency Plan

Preparing for disruption to examinations

General Regulations for Approved Centres

Guidance notes on alternative site arrangements

Guidance notes for transferred candidates

Instructions for conducting examinations

A guide to the special consideration process

Guidance for centres on cyber security

GOV.UK

Emergency planning and response: Exam and assessment disruption

Dispatch of exam scripts guide: Contingency planning

Wales

School closures: examinations

Opening schools in extremely bad weatherand extreme hot weather

Northern Ireland

Exceptional closure days - Northern Ireland

Checklist - exceptional closure of schools

National Cyber Security Centre

Cyber Security for Schools

Cyber security training for school staff

Emergency Evacuation Policy

Woodlands Community College

Emergency Evacuation Policy

Centre name	Woodlands Community College
Centre number	58631
Date policy first created	02/11/2023
Current policy approved by	Head of Centre
Current policy reviewed by	Exams and Data Manager
Date of review	01/11/2025
Date of next review	01/11/2026

Key staff involved in the policy

Role	**Name**
Head of centre	Mr J Henderson
Senior leader(s)	Mr P Smallman
Exams officer	Miss S Wicks
SENCo (or equivalent role)	Miss E Leavesley
Other staff (if applicable)	Mrs S Healey

This policy is reviewed and updated annually to ensure that emergency evacuation from examination rooms at Woodlands Community College is managed in accordance with current requirements and regulations.

References in this policy to ICE refer to the JCQ document **Instructions for conducting examinations**.

Introduction

An emergency evacuation is required where it is unsafe for candidates to remain in the examination room. This might include a fire, the fire alarm sounding to warn of fire, bomb alert or other serious threat.

In exceptional situations, where candidates might be severely disadvantaged or distressed by remaining in the room, the emergency evacuation procedure may also need to be followed. This might include situations where there is severe disruption in the examination room, serious illness of a candidate or invigilator or similarly serious incidents.

- As each incident may be different, advice will be sought (if applicable) from the relevant awarding body as soon as it is safe to do so (ICE 25.6)
- Where candidates are unable to return to the building to complete the examination, the relevant awarding body will be contacted immediately for advice (ICE 25.6)

Purpose of the policy

The purpose of this policy is to confirm the arrangements at Woodlands Community College for dealing with an emergency evacuation of an examination room by defining staff roles and responsibilities and confirming the emergency evacuation procedure.

This policy ensures compliance with JCQ regulations (ICE 25) which state that centres must have a written policy for dealing with emergency evacuation of the examination room which will be subject to inspection by the JCQ Centre Inspection Service.

1. Emergency evacuation procedure

Actions taken in the event of an emergency evacuation of the examination room

At Woodlands Community College, the following actions (in accordance with ICE 25) are taken if an examination room has to be evacuated:

- Candidates are instructed to stop writing
- The attendance register is collected (in order to ensure all candidates are present)
- The examination room is evacuated in line with the instructions given by the appropriate authority
- Candidates are advised to leave all question papers and scripts in the examination room. Candidates are advised to close their answer booklet(s)
- Candidates are instructed to leave the room in silence
- Candidates are supervised as closely as possible while they are out of the examination room so that there is no discussion about the examination
- The time of the interruption is noted and how long it lasted
- Candidates are allowed the remainder of the working time set for the examination once it resumes
- If there are only a few candidates, the possibility is considered of taking the candidates (with question papers and scripts collected by the invigilator) to another place to finish the examination
- A full report is made of the incident and of the actions taken (and retained on file if required by an awarding body)
-

Additional actions taken:

- In the event of a fire alarm, invigilators are trained to evacuate the examination room immediately by the nearest fire exit and escort candidates to the assembly point on the Astro pitch and await further instructions
- When/if allowed to return to the examination room, invigilators allow candidates time to settle down, reminding them they are still under formal examination conditions and that they must not open their answer booklets until instructed to do so
- Invigilators announce clearly to candidates when they may begin and how much time they have (the examination will formally restart at this point)
- Invigilators record the time the examination(s) restarted and amend the displayed finishing time(s) for all candidates to see
- Invigilators are trained to record as much detail on the exam room incident log when able to do so (ensuring candidates are continually supervised and giving complete attention to this duty at all times) and to ensure the exams officer is fully briefed at the end of the examination(s) to enable a full report to be submitted to the awarding body/bodies
- Where not allowed to return to the examination room, or the decision is made by the appropriate authority that the examination(s) cannot be resumed, the centre's examination contingency plan will be invoked and invigilators/candidates briefed accordingly at the time

Further actions taken:

not applicable

2. Roles and Responsibilities

The role of the head of centre

- Ensure that the emergency evacuation policy for examinations is fit for purpose and complies with relevant health and safety regulation
- Ensure that any instructions from relevant local or national agencies are referenced and followed where applicable (ICE 25.1)
- Ensures any breach of question paper security or malpractice is reported to the awarding body **immediately** (ICE 25.5)

Other responsibilities:

Not applicable

The role of the senior leader

- Where responsible for the centre-wide emergency evacuation procedure, ensure that all staff and appointed fire marshals are aware of the policy and procedures to be followed when an emergency evacuation of an examination room is required

Other responsibilities:

Not applicable

The role of the special educational needs coordinator (SENCo) or equivalent role

- Ensure that appropriate arrangements are in place for the emergency evacuation of a disabled candidate from an examination room where different procedures or assistance may need to be provided for the candidate

- Ensure that the candidate is informed prior to taking their examinations of what will happen in the event of an emergency evacuation

Other responsibilities:

Not applicable

The role of the exams office/officer

- Ensure that invigilators are trained in emergency evacuation procedures and how an incident and actions taken must be recorded
- Ensure that candidates are briefed prior to examinations taking place, on what will happen in the event of an emergency in the examination room
- Provide invigilators with a copy of the emergency evacuation procedure in every exam room
- Provide a standard invigilator announcement for each exam room which includes appropriate instructions for candidates about emergency procedures and what will happen if the fire alarm sounds
- Provide an exam room incident log in every examination room
- Liaise with relevant staff prior to each examination session where different procedures or assistance may need to be provided for a disabled candidate
- Brief invigilators prior to each examination session where different procedures or assistance may need to be provided for a disabled candidate
- Ensure that appropriate follow-up is undertaken after an emergency evacuation, reporting the incident to the awarding body and the actions taken
- Ensure a full report of the incident is produced and retained on file if required by an awarding body (ICE 25.4)
- Ensure an online application for special consideration is submitted to the relevant awarding body where candidates have been disadvantaged (ICE 25.7)

Other responsibilities:

A member of the Exams team will register the invigilators and liaise with the head of centre to confirm the attendance of all students and invigilating staff.. Any invigilators with disabilities will make their way to the safest designated refuge point.

The role of invigilators

- By attending training and/or update sessions, ensure they understand what to do in the event of an emergency in the examination room
- Follow the actions required in the emergency evacuation procedure issued to them for every examination room
- Confirm with the exams officer, where different procedures or assistance may need to be provided for a disabled candidate they are invigilating
- Record details on the exam room incident log to support follow-up reporting to the awarding body by the exams officer (see below)

Other responsibilities:

Not Applicable

The role of other centre staff

Not Applicable

Recording details

As soon as practically possible and safe to do so, the following details will be recorded (see **Roles and Responsibilities** for the members of staff who will record these details):

- The actual time of the start of the interruption
- The actions taken
- The actual time the exam(s) resumed
- The actual finishing time(s) of the resumed exam(s)

Further details which may also be recorded include:

- A report on candidate behaviour throughout the interruption/evacuation
- A judgement on the impact on candidates after the interruption/evacuation

Changes 2025/2026

(Added) New bullet point under **Actions taken in the event of an emergency evacuation of the examination room** to reflect the arrangements for on-screen assessments

Centre-specific changes

Upon review in September 2024, the following change was made to the role of the Exams office/Exams officer additional responsibilities - A member of the Exams team will register the invigilators and liaise with the head of centre to confirm the attendance of all students and invigilating staff. Any invigilators with disabilities will make their way to the safest designated refuge point.

Word Processor Policy

Woodlands Community College

Word Processor Policy

Centre name	Woodlands Community College
Centre number	58631
Date policy first created	04/11/2025
Current policy approved by	Mr J Henderson
Current policy reviewed by	Mrs Sarah Healey
Date of review	01/11/2025
Date of next review	01/01/2026

Key staff involved in the policy

Role	**Name**
Head of centre	Mr J Henderson
Senior leader(s)	Mr P Smallman
Exams officer	Miss S Wicks
SENCo (or equivalent role)	Mrs E Sinnett
IT manager	Mr V Bitto
Other staff (if applicable)	Mrs Sarah Healey

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

References in this policy to **AARA** and **ICE** relate to/are directly taken from the JCQ documents **Access Arrangements and Reasonable Adjustments** and **Instructions for conducting examinations**.

Introduction

The use of a word processor in exams and assessments is an available access arrangement/reasonable adjustment.

The purpose of an access arrangement/reasonable adjustment is to ensure, where possible, that barriers to assessment are removed for a disabled candidate preventing him/her from being placed at a substantial disadvantage as a consequence of persistent and significant difficulties.

The following principles are applied to access arrangements at Woodlands Community College:

- The purpose of an access arrangement/reasonable adjustment is to ensure, where possible, that barriers to assessment are removed for a disabled candidate preventing them from being placed at a substantial disadvantage due to persistent and significant difficulties. The integrity of the assessment is maintained, whilst at the same time providing access to assessments for a disabled candidate.

  A centre must make decisions on appropriate access arrangements for their candidates. Although professionals from other organisations may give advice, they cannot make the decision for the centre. They will not have a working knowledge of an individual candidate's needs and how their difficulties impact in the classroom and/or in timed assessments. It is the responsibility of the SENCo to make appropriate and informed decisions based on the JCQ regulations. (AARA 4.2.1)

- Although access arrangements/adjustments are intended to allow access to assessments, they are not granted where they will compromise the assessment objectives of the specification in question. (AARA 4.2.2)

- Candidates may not require the same access arrangements/reasonable adjustments in each specification. Subjects and their methods of assessments may vary, leading to different demands of the candidate. SENCos (or equivalent role) must consider the need for access arrangements/reasonable adjustments on a subject-by-subject basis. (AARA 4.2.3)

- The SENCo (or equivalent role) must ensure that the proposed access arrangement/reasonable adjustment does not unfairly disadvantage or advantage a candidate. (AARA 4.2.1)

- The candidate must have had appropriate opportunities to practice using the access arrangement(s)/reasonable adjustments before their first examination. (AARA 4.2.7)

Purpose of the policy

This policy details how Woodlands Community College complies with AARA, chapter 4 (Managing the needs of candidates - principles for centres), section 5.8 (Word processor) and ICE, sections 14.20-27 Word processors (computers, laptops and tablets) when awarding and allocating a candidate the use of word processor in examinations.

The term 'word processor' is used to describe for example, the use of a computer, laptop or tablet.

The criteria Woodlands Community College uses to award and allocate word processors for examinations and assessments

The 'normal way of working' for exam candidates, as directed by the head of centre, is that candidates handwrite their exams unless there are exceptions.

Exceptions

A candidate may be awarded the use of a word processor in examinations where:

- the candidate may have an approved access arrangement in place, for example the use of a scribe/speech recognition technology

- the candidate has a firmly established need, it reflects the candidate's normal way of working and by not

being awarded a word processor would be at a substantial disadvantage to other candidates

Woodlands Community College will:

- allocate the use of a word processor to a candidate with the spelling and grammar check facility/predictive text switched off where it is their normal way of working within the centre (AARA 5.8.1)
- award the use of a word processor to candidates where appropriate to their needs (AARA 5.8.4). For example, a candidate with a learning difficulty which has a substantial and long-term adverse effect on his/her ability to write legibly; a medical condition; a physical disability; a sensory impairment; planning and organisational problems when writing by hand; poor handwriting (This list is not exhaustive)
- only permit the use of a word processor where the integrity of the assessment can be maintained (AARA 4.2.1)
- not grant the use of a word processor where it will compromise the assessment objectives of the specification in question (AARA 4.2.2)
- consider on a subject-by-subject basis if the candidate will need to use a word processor in each specification (AARA 4.2.3)
- process access arrangements/reasonable adjustments at the start of the course, or as soon as practicable having firmly established a picture of need and normal way of working, ensuring arrangements are always approved before an examination or assessment (AARA 4.2.4)
- provide the use of word processors to candidates in non-examination assessment components as standard practice unless prohibited by the specification (AARA 5.8.2)

Woodlands Community College will not:

- simply grant the use of a word processor to a candidate because they now want to type rather than write in examinations or can work faster on a keyboard, or because they use a laptop at home (AARA 5.8.4)

Additionally the use of a word processor would be considered for a candidate:

- in the event of a temporary injury or impairment, or a diagnosis of a disability or manifestation of an impairment relating to an existing disability arising after the start of the course (AARA 4.2.4)
- where the curriculum is delivered electronically and the centre provides word processors to all candidates (AARA 5.8.4)

Other centre specific information relating to the use of a word processor:

Not Applicable

Arrangements at the time of the assessment for the use of a word processor

A candidate using a word processor is accommodated as follows:

- Candidates are seated in the main examination hall/room or in a room for a smaller group of candidates with similar needs, etc.

In compliance with the regulations, Woodlands Community College:

- provides a word processor with the spelling and grammar check and predictive text switched off, unless an awarding body's specification says otherwise (ICE 14.20)
- (where a candidate is to be seated with the main cohort without the use of a power point) checks the battery capacity of a laptop or tablet before the candidate's exam to ensure that the battery is sufficiently

charged for the entire duration of the exam (ICE 14.21)

- ensures the candidate is reminded to ensure that the centre number, candidate number and the unit or component code appear on each page as a header or footer e.g. 12345/8001 – 6391/01 (ICE 14.22)
- if a candidate is using a software application that does not allow for the insertion of a header or footer, once the candidate has completed the examination and printed off their typed script, they are instructed to handwrite their details as a header or footer; the candidate is supervised throughout this process to ensure that they are solely performing this task and not re-reading their answers or amending their work in any way (ICE 14.22)
- ensures the candidate understands that each page of the typed script must be numbered, e.g. page 1 of 6 (ICE 14.23)
- ensures the candidate is reminded to save their work at regular intervals (or where possible, an IT technician will set up 'autosave' on each laptop or tablet to ensure that if there is a complication or technical issue, the candidate's work is not lost) (ICE 14.24)
- instructs the candidate to use a minimum of 12pt font and double spacing to make marking easier for examiners (ICE 14.24)

Woodlands Community College will ensure the word processor:

(ICE 14.25)

- is only used in a way that ensures a candidate's script is produced under secure conditions
- is not used to perform skills which are being assessed
- is in good working order at the time of the exam
- is accommodated in such a way that other candidates are not disturbed and cannot read the screen
- is used as a typewriter, not as a database, although standard formatting software is acceptable
- is cleared of any previously stored data
- does not give the candidate access to other applications such as a calculator (where prohibited in the examination), e-mail, the Internet, social media sites or spreadsheets
- does not include graphic packages or computer aided design software unless permission has been given to use these
- does not have any predictive text software or an automatic spelling and grammar check enabled unless the candidate has been permitted a scribe (a scribe cover sheet must be completed), or the awarding body's specification permits the use of automatic spell checking
- does not include computer reading (text to speech) software unless the candidate has permission to use a computer reader
- does not include speech recognition technology unless the candidate has permission to use a scribe (a scribe cover sheet must be completed)
- does not include AI tools
- is not used on the candidate's behalf by a third party unless the candidate has permission to use a scribe (a scribe cover sheet must be completed)

Portable storage medium

Woodlands Community College will ensure that any portable storage medium (e.g. a memory stick) used:

(ICE 14.25)

- is provided by the centre
- is cleared of any previously stored data

Printing the script after the exam has ended

Woodlands Community College will ensure:

(ICE 14.25)

- the word processor is either connected to a printer so that a script can be printed off, or have the facility to print from a portable storage medium
- the candidate is present to verify that the work printed is their own
- a word-processed script is attached to any answer booklet which contains some of the answers
- where an awarding body may require a word processor cover sheet, this is included with the candidate's typed script (and according to the relevant awarding body's instructions) (ICE 14.26)
- if a candidate omits to insert the required header or footer, they are instructed to handwrite the details as a header or footer; the candidate is supervised throughout this process to ensure that they are solely performing this task and not re-reading their answers or amending their work in any way (ICE 14.22)

Woodlands Community College:

- may retain electronic copies of word-processed scripts as the electronic copy of a word-processed script may be accepted by an awarding body where the printed copy has been lost. However, the centre would need to demonstrate to the awarding body that the electronic file has been kept securely. The head of centre would be required to confirm this in writing to the awarding body (ICE 14.27)

Other centre-specific information relating to arrangements at the time of the assessment:

Not Applicable

Allocating word processors at the time of the assessment

Appropriate exam-compliant word processors will be allocated by:

- the IT department in liaison with the SENCo (or equivalent role) and the exams officer

In exceptional circumstances where the number of compliant word processors may be insufficient for the cohort of candidates approved to use them in an exam session:

- the cohort will be split into two groups
- one group will sit the exam earlier than or later than the awarding body's published start time
- the security of the exam will be maintained at all times and candidates will be supervised in line with ICE 7

Other centre-specific information relating to allocating the use of a word processor:

Not Applicable

Changes 2025/2026

(Added) To reflect the change in ICE (14.25), a new bullet point has been added - ensuring the word processor does not include AI tools

Centre-specific changes

Arrangements at the time of the assessment for the use of a word processor A candidate using a word processor is accommodated as follows:

Changed to - Candidates are seated in the main examination hall/room or in a room for a smaller group of candidates with similar needs, etc.

Appendix 1

Candidate Identification Procedure

Woodlands Community College

Candidate Identification Procedure

Centre name	Woodlands Community College
Centre number	58631
Date procedure first created	01/11/2023
Current procedure approved by	Head of Centre
Current procedure reviewed by	Exams and Data Manager
Date of review	01/11/2025
Date of next review	01/11/2026

Key staff involved in the procedure

Role	**Name**
Head of centre	Mr J Henderson
Senior leader(s)	Mr P Smallman
Exams officer	Miss S Wicks
Other staff (if applicable)	Mrs S Healey

This procedure is reviewed and updated annually to ensure that procedures to verify the identity of all candidates that are entered for examinations or assessments at Woodlands Community College are managed in accordance with current requirements and regulations.

References in this procedure to GR and ICE refer to the JCQ documents **General Regulations for Approved Centres** and **Instructions for conducting examinations**.

Purpose of the procedure

The purpose of this procedure is to confirm that Woodlands Community College:

- verifies the identity of all students that it enters for examinations or assessments (GR 5.6)
- has processes in place to be satisfied that all candidate identities have been checked (GR 5.6)
- has written procedures in place to verify the identity of all candidates at the time of the examination or assessment (GR 5.9)

1. Process to check candidate identity

Internal candidates

The identity of students on roll at Woodlands Community College is checked as part of the initial registration process. (GR 5.6)

The process is:

- mid term admission students are required to provide proof of identity (either a birth certificate or passport. All students who have completed transition will have had their identity verified by the primary school.

Private candidates

The identity of any student who has not received any tuition at Woodlands Community College but who may be accepted to enter examinations as a private candidate will be checked by a verification process which involves photo-ID. (GR 5.6)

At Woodlands Community College:

- All Private Candidates will be asked to provide photographic ID before the start of each exam taken at our centre. If the candidate is registered with an education group, Identification will also be confrmed by the group contact.

2. Procedure detailing how the identity of all candidates sitting examinations is confirmed

Invigilators are able to establish the identity of all candidates sitting examinations in accordance with this procedure and by following the arrangements in place for them to carry out adequate checks. (ICE 16)

The process at Woodlands Community College is:

- Student cards will be placed on each desk. A Senior member of staff along with a member of the exams team or year team will be present before the start of the eaxm to support the identification process.

The following arrangements are also in place:

- A private or external candidate or a transferred candidate who is not known to the centre will be asked to show photographic documentary evidence to prove that they are the same person who entered or registered for the examination or assessment, e.g. a passport or photographic driving licence (ICE 16.5)
- 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 the religious clothing for identification purposes (ICE 16.6)
- Invigilators will be informed of those candidates with access arrangements and made aware of the access arrangement(s) awarded (ICE 16.8)

3. Roles and responsibilities

The role of the exams office/officer

- Through training, ensure invigilators are aware of the procedure for confirming the identity of all candidates sitting examinations (ICE 16.1)
- Prior to the examination, inform a private or external candidate or a transferred candidate who is not known to the centre that they must show photographic documentary evidence to prove that they are the same person who entered or registered for the examination or assessment, e.g. passport or photographic
  driving licence. (ICE 16.5)
- Inform candidates prior to their first examination that 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 the religious clothing for identification purposes and that once identification has been established, the candidate
  should replace, for example, their veil and proceed as normal to sit the examination (ICE 16.6-7)
- Prior to the beginning of the examination, brief invigilators on those candidates with access arrangements
  and make them aware of the access arrangement(s) awarded (ICE 16.8)

Additional

responsibilities: Not

Applicable

Changes 2025/2026

(Updated) Bullet points to reflect slight wording changes in ICE 16.5

Centre-specific changes

Upon review in November 2025 no centre-specific updates or changes were applicable to this document.

Appendix 2

Candidate Absence Policy

Woodlands Community College

Candidate Absence Policy

Centre name	Woodlands Community College
Centre number	58631
Date policy first created	01/11/2023
Current policy approved by	Head of Centre
Current policy reviewed by	Exams and Data Manager
Date of review	01/11/2025
Date of next review	01/11/2026

Key staff involved in the policy

Role	**Name**
Head of centre	Mr J Henderson
Senior leader(s)	Mr P Smallman
Exams officer	Miss S Wicks
Other staff (if applicable)	Mrs S Healey

This policy is reviewed and updated annually to ensure that candidate absence from examinations at Woodlands Community College is managed in accordance with current requirements and regulations.

References in this policy to ICE and SC refer to the JCQ documents **Instructions for conducting examinations** and **A guide to the special consideration process**.

Purpose of the policy

The purpose of this policy is to confirm the arrangements for candidates who are absent from an examination at Woodlands Community College.

An absent candidate may subsequently arrive once the exam is underway, becoming a late or very late arrival, at which point Woodlands Community College reserves the right to exercise discretion whether to allow a candidate who arrives after the start of the examination to enter the examination room and sit the examination. (See **Candidate Late Arrival Policy**)

Based upon the circumstances for the absence, and subject to the required conditions being met, an application for special consideration may also be made to the relevant awarding body.

1. Identifying and dealing with candidate absence

A candidate will be considered absent from an examination if:

- the candiddate is not present on completion of the attendance register once candiddates are seated and have started the examination (ICE 22.5) or the candidate is not present when a register is taken before the candidated are invited to enter the room, under supervised conditions, to start their examinations.

Once a candidate is identified as absent from an examination, the following action will be taken:

- The candidate will be contacted as to their whereabouts and as far as possible arrangements made to ensure their immediate arrival

If a candidate fails to sit an examination, the following action is taken:

- A confirmed candidate absence is clearly recorded on the attendance register which is sent to the awarding body/examiner
- The candidate absence is noted on the seating plan by crossing through the candidate details

2. Roles and responsibilities

Overview

It is the responsibility of the following member(s) of staff to deal with candidate absence once it has been identified:

- The year team

It is the responsibility of the following member(s) of staff to deal with candidates who are persistently absent from examinations:

- The year team

The role of invigilators

Invigilators will:

- Be informed of the process for dealing with absent candidates through training
- Ensure that absent candidates are clearly indicated on the attendance register (ICE 22.4)

Additional responsibilities:

Not Applicable

The role of candidates

Candidates will be:

- Re-charged any relevant entry fees for unauthorised absence from examinations

Additional responsibilities:

Not Applicable

3. Special consideration

At Woodlands Community College if a candidate is absent from a timetabled written examination for an acceptable reason, the candidate may be eligible for special consideration. This is where an adjustment may be made to the candidate's grade by the awarding body, providing the following conditions are met:

- The examination is in the candidate's terminal exam series (SC 4.2)
- The candidate has completed or will be able to complete the required percentage of the assessment to meet the minimum requirements for enhanced grading in cases of acceptable absence (SC 4.5)
- The application for special consideration can be supported by the centre with appropriate evidence authorised by a member of the senior leadership team (SC 6)

It is the responsibility of the following member(s) of staff to deal with special consideration requests and applications:

- the SENDCO, Exams and Data Manager and Senior Leader for Exams

Changes 2025/2026

(Changed) Under heading **Special Consideration**:

Changed bullet point: The application for special consideration can be supported by appropriate evidence signed by a member of the senior leadership team (SC 6) To: The application for special consideration can be supported by the centre with appropriate evidence authorised by a member of the senior leadership team (SC 6)

Centre-specific changes

Upon reveiw in November 2025, no Centre specific updates or changes were applicable to this document.

Appendix 3

Candidate Late Arrival Policy

Woodlands Community College

Candidate Late Arrival Policy

Centre name	Woodlands Community College
Centre number	58631
Date policy first created	02/11/2023
Current policy approved by	Head of Centre
Current policy reviewed by	Exams and Data Manager
Date of review	01/11/2025
Date of next review	01/01/2026

Key staff involved in the policy

Role	**Name**
Head of centre	Mr J Henderson
Senior leader(s)	Mr P Smallman
Exams officer	Miss S Wicks
Other staff (if applicable)	Mrs S Healey

This policy is reviewed and updated annually to ensure that candidates who arrive late to examinations at Woodlands Community College are managed in accordance with current requirements and regulations.

References in this policy to GR and ICE refer to the JCQ documents **General Regulations for Approved Centres** and **Instructions for conducting examinations**.

Purpose of the policy

The purpose of this policy is to confirm the arrangements for candidates who arrive late for an examination at Woodlands Community College.

A candidate will be considered late if they arrive:

- after the start of the examination and (for an examination which lasts an hour or more) up to 10.00am for a morning examination or up to 2.30pm for an afternoon examination

A candidate will be considered very late if they arrive:

- more than one hour after the awarding body's published starting time for an examination which lasts one hour or more, i.e. after 10.00am for a morning examination or after 2.30pm for an afternoon examination
- after the awarding body's published finishing time for an examination that lasts less than one hour (ICE 21.3)

This policy confirms that Woodlands Community College reserves the right to exercise discretion whether to allow a candidate who arrives after the start of the examination to enter the examination room and sit the examination, and confirms:

- the correct procedures are followed when dealing with a candidate who arrives late to an examination
- appropriate arrangements are in place for the management of late arrivals in order to maintain the security and integrity of the examination

1. Candidates who arrive late

The following procedures are applied at Woodlands Community College in relation to candidates who arrive late to examinations:

- A candidate who arrives after the start of the examination may be allowed to enter the examination room and sit the examination (ICE 21.1)
- A candidate who arrives late, and is permitted to sit the examination, will be allowed the full time for the examination (ICE 21.2)
- A candidate who arrives within one hour of the awarding body's published starting time for an examination which lasts an hour or more, i.e. a candidate arriving up to 10.00am for a morning examination or up to 2.30pm for an afternoon examination **will** be permitted by the centre to sit the examination
- A candidate who arrives after 10.00am for a morning examination will be considered very late (ICE 21.3) and **will** be permitted by the centre to sit the examination
- A candidate who arrives after 2.30pm for an afternoon examination will be considered very late (ICE 21.3) and **will** be permitted by the centre to sit the examination
- A candidate who arrives after the awarding body's published finishing time for an examination that lasts less than one hour will be considered very late (ICE 21.3) and **will** be permitted by the centre to sit the examination
- A candidate who arrives very late will be warned that the awarding body may not accept their script (ICE 21.4)
- A candidate who arrives in the afternoon for a paper that had been re-arranged for a morning session, may be allowed to take the paper at the published time as long as the candidate has not had any contact with candidates who sat the paper earlier (ICE 21.5)

The awarding body will be informed of the situation and will decide whether to accept the script (ICE 21.6)

- In all cases the centre will submit declarations for the very late arrival of candidates for examinations, in accordance with the current JCQ document **Instructions for conducting examinations** (GR 5.9)

Other centre specific procedures:

Not applicable

2. Roles and responsibilities

The role of the exams office/officer

- Inform invigilators of the policy/process for dealing with candidates who arrive late/very late through training
- Provide an exam room incident log for invigilators to record relevant information relating to candidates who arrive late/very late
- Warn a candidate who arrives very late that the awarding body may not accept their script (ICE 21.4)
- Send the script of a candidate who arrives late/very late to the awarding body/examiner in the normal way (ICE 21.4)

Submit on-line, using the Centre Admin Portal (CAP), Form JCQ/VLA - Report on candidate admitted very late to examination room within seven days of the examination having taken place, providing the following details:

- the time the candidate came under centre staff supervision
- the reason the candidate arrived late, including any details of special arrangements made for the candidate to reach the centre
- the actual starting and finishing times of the examination
- the time the candidate started the examination
- the time the candidate finished the examination
- any assurances that the candidate did not access and was not made aware of the paper's content prior to sitting the examination (ICE 21.4)

Additional responsibilities:

Not Applicable

The role of invigilators

- Ensure candidates who arrive late/very late are given the required instructions prior to starting the examination (the invigilator's announcement) without disturbing other candidates
- Ensure relevant information is recorded on the exam room incident log relating to candidates who arrive late/very late
- Allow a candidate who arrived late/very late, and is allowed the full working time to do the examination, to continue after the normal finishing time, instructing them to stop working after the full working time allowed has passed (ICE 26.2)

Additional responsibilities:

Not Applicable

Changes 2025/2026

In terms of JCQ regulations for 2025/2026, no changes are applicable to this policy.

Centre-specific changes

Upon review in November 2025 no centre-specific updates or changes were applicable to this document.

Appendix 4

Food And Drink Policy (Exams)

Woodlands Community College

Food and Drink Policy (Exams)

Centre name	Woodlands Community College
Centre number	58631
Date policy first created	16/11/2023
Current policy approved by	Head of Centre
Current policy reviewed by	Exams and Data Manager
Date of review	01/11/2025
Date of next review	01/11/2026

Key staff involved in the policy

Role	**Name**
Head of centre	Mr J Henderson
Senior leader(s)	Mr P Smallman
Exams officer	Miss S Wicks
Other staff (if applicable)	Mrs Sarah Healey

This policy is reviewed and updated annually to ensure that food and drink in the examination room at Woodlands Community College is managed in accordance with current requirements and regulations.

References in this policy to ICE refer to the JCQ publication **Instructions for conducting examinations**.

Purpose of the policy

This policy confirms that Woodlands Community College reserves the right to exercise discretion whether to allow food and drink in the examination room, and confirms:

- the correct procedures are followed regarding food and drink in the examination room
- appropriate arrangements are in place for the management of food and drink in the examination room

1. Food and drink in the examination room

- Food and drink is allowed in the examination room at the discretion of the head of centre (ICE 18.4)

To enable invigilators to check these items quickly and efficiently:

- food brought into the examination room by the candidate must be free of packaging and in a transparent container
- drink bottles must be transparent with all labels removed, which would include transparent, reusable plastic bottles (ICE 18.4)

The following arrangements are applied at Woodlands Community College:

Only a clear bottle of water with the label removed is permitted in the exam room.

Additional centre-specific arrangements:

Food will be permitted at the discretion of the Head of Centre and will be agreed on an individual basis with supporting medical evidence.

2. Roles and responsibilities

The role of the exams office/officer

- Through briefings, ensure candidates are aware of the regulations, and centre-specific arrangements, relating to food and drink in the examination room
- Ensure invigilators are trained and aware of the regulations/centre-specific arrangements relating to food and drink in the examination room
- Escalate any issue or breach of centre-specific arrangements to the relevant senior leader for the application of internal sanction(s)
- Escalate any breach of JCQ regulations immediately to the head of centre (a breach of the regulations constitutes suspected or actual malpractice)

Additional responsibilities:

Not applicable

The role of the invigilator

- Be vigilant in the examination room and remain aware of incidents or emerging situations, looking out for malpractice (ICE 20.2)
- Record what has happened and actions taken using an incident log in relation to any breach of regulations/centre-specific arrangements regarding food and drink in the examination room (ICE 20.2)

Additional responsibilities:

Not applicable

The role of the head of centre

- Report to the awarding body immediately all cases of alleged, suspected or actual malpractice in connection with the examination (ICE 24.3)

Additional responsibilities:

not applicable

Changes 2025/2026

(Updated) Reference to ICE 18.2 updated to 18.4

Centre-specific changes

Upon review in November 2025, no centre-specific updates or changes were applicable to this document.

Appendix 5

Leaving the Examination Room Policy

Woodlands Community College

Leaving the Examination Room Policy

Centre name	Woodlands Community College
Centre number	58631
Date policy first created	16/11/2023
Current policy approved by	Head of Centre
Current policy reviewed by	Exams and Data Manager
Date of review	01/11/2025
Date of next review	01/11/2026

Key staff involved in the policy

Role	**Name**
Head of centre	Mr J Henderson
Senior leader(s)	Mr P Smallman
Exams officer	Miss S Wicks
Other staff (if applicable)	Mrs Sarah Healey

This policy is reviewed and updated annually to ensure that candidates leaving the examination room at Woodlands Community College is managed in accordance with current requirements and regulations.

References in this policy to ICE refer to the JCQ document **Instructions for conducting examinations**.

Purpose of the policy

The purpose of this policy is to confirm that candidates leaving the examination room at Woodlands Community College is managed in line with JCQ regulations.

This policy confirms:

- the correct procedures are followed in relation to candidates leaving the examination room
- Woodlands Community College reserves the right to exercise discretion whether to allow extra time to compensate candidates for their temporary absence from the examination room

1. Arrangements for leaving the examination room

- For examinations that last one hour or more, candidates must stay under centre supervision until 10.00am for a morning examination or 2.30pm for an afternoon examination, i.e. one hour after the awarding body's published starting time for that examination (ICE 23.1)
- For examinations that last less than one hour, candidates must be supervised and question papers must be kept in secure storage until the published finishing time of the examination (ICE 23.2)
- Candidates who are allowed to leave the examination room temporarily must be accompanied by a member of centre staff. This must not be the candidate's subject teacher or a subject expert for the examination in question. (ICE 23.3)

  Candidates may be allowed extra time at the discretion of the centre to compensate for their temporary absence. (ICE 23.5)
- Candidates can only leave the examination room where necessary or where supervised rest breaks have been granted by the SENCo. The centre must ensure that candidates who leave the room do not have access to any unauthorised materials. (ICE 23.4)
- Candidates who have finished the examination and have been allowed to leave the examination room early must hand in their script, question paper and any other material before they leave the examination room. Those candidates must not be allowed back into the room (ICE 23.6)
- At the end of the examination, candidates must hand in their script, question paper and any other material before they leave the examination room (ICE 23.7)

The following arrangements are applied at Woodlands Community College:

Candidates will raise their hand if they require permission to leave the examination room temporarily for a toilet break or any other reason. A member of the invigilation team will escort the candidate in silence using the nearest available exit to minimise disruption and the opportunity to look at another candidates work. If more that 1 candidate raisies their hand a list will be kept at the front of the room and a member of the invigilation team will escort the next candidate on the list once the first candidate has returned to their seat. Any discussion regarding the reason for leaving the room will take place once outside of the examination room and a member of the exams team will be called to assist if required by an invigilator team member.

- Candidates who are allowed to leave the examination room temporarily may be allowed extra time to compensate for their temporary absence (ICE 23.5)

Candidates who leave the examination room may be allowed extra time to compensate for their temporary absence. This will be at the discretion of a senior member of Staff responsible for Exams within the centre. For instance, if a candidate was unwell and needed frequent toilet breaks the centre may allow extra time to compensate the breaks.

Additional arrangements:

not applicable

2. Roles and responsibilities

The role of the exams office/officer

- Through training, ensure invigilators are aware how candidates who may be allowed to leave the examination room temporarily should be managed and recorded

Additional responsibilities:

not applicable

The role of the invigilator

- Ensure a candidate who may be allowed to leave the examination room temporarily is accompanied by a member of centre staff who is not the candidate's subject teacher or a subject expert for the examination in question (ICE 23.3)
- Record instances on the exam room incident log of candidates who may be allowed to leave the examination room temporarily because they may be feeling unwell or require a toilet break (ICE 20.2)
- Ensure candidates who have finished the examination and have been allowed to leave the examination room early hand in their script, question paper and any other material before they leave the examination room. Ensure those candidates are not allowed back into the room (ICE 23.6)
- At the end of the examination, ensure candidates hand in their script, question paper and any other material before they leave the examination room (ICE 23.7)

Invigilators will log every event on the incident log provided by the exams office, whatever the circumstances. Timings of any absences or incidents will be accurately recorded and any candidate who has agreed time compensated will have a post it note placed on their desk with the new finishing time. The lead invigilator will manage the time calculation and then this will be checked by another invigilator for accuracy. This time will also be detailed on the incident log for invigilator use when finishing the exam.

Additional responsibilities:

Not applicable

Changes 2025/2026

(Added) Under heading **Arrangements for leaving the examination room**, optional insert field added to allow for expansion on the arrangements applied at the centre.

(Added) Under heading **The role of the invigilator** optional insert field added to allow for expansion on recording incidents and timings, etc.

Centre-specific changes

(Added) Under heading Arrangements for leaving the examination room, optional insert field added to allow for expansion on the arrangements applied at the centre. changed to -

Candidates will raise their hand if they require permission to leave the examination room temporarily for a toilet break or any other reason. A member of the invigilation team will escort the candidate in silence using the nearest available exit to minimise disruption and the opportunity to look at another candidates work. If more that 1 candidate raisies their hand a list will be kept at the front of the room and a member of the invigilation team will escort the next candidate on the list once the first candidate has returned to their seat. Any discussion regarding the reason for leaving the room will take place once outside of the examination room and a member of the exams team will be called to assist if required by an invigilator team member.

- Candidates who are allowed to leave the examination room temporarily may be allowed extra time to compensate for their temporary absence (ICE 23.5)

Added - Candidates who leave the examination room may be allowed extra time to compensate for their temporary absence. This will be at the discretion of a senior member of Staff responsible for Exams within the centre. For instance, if a candidate was unwell and needed frequent toilet breaks the centre may allow extra time to compensate the breaks.

Under heading The role of the invigilator optional insert field added to allow for expansion on recording incidents and timings, etc. Logging temporary absence - added

Invigilators will log every event on the incident log provided by the exams office, whatever the circumstances. Timings of any absences or incidents will be accurately recorded and any candidate who has agreed time compensated will have a post it note placed on their desk with the new finishing time. The lead invigilator will manage the time calculation and then this will be checked by another invigilator for accuracy. This time will also be detailed on the incident log for invigilator use when finishing the exam.

Appendix 6

Special Consideration Policy

Woodlands Community College

Special Consideration Policy

Centre name	Woodlands Community College
Centre number	58631
Date policy first created	04/11/2025
Current policy approved by	Mr J Henderson
Current policy reviewed by	Mrs Sarah Healey
Date of review	01/11/2025
Date of next review	01/11/2026

Key staff involved in the policy

Role	**Name**
Head of centre	Mr J Henderson
Senior leader(s)	Mr P Smallman
Exams officer	Miss S Wicks
SENCo (or equivalent role)	Mrs E Sinnett
Other staff (if applicable)	Mrs Sarah Healey

This policy is reviewed and updated annually to ensure that the special consideration process at Woodlands Community College is managed in accordance with current requirements and regulations.

References in this policy to GR, SC and ICE refer to the JCQ documents **General Regulations for Approved Centres**, **A guide to the special consideration process** and **Instructions for conducting examinations**.

Introduction

Special consideration can only be awarded where a candidate has been fully prepared for assessments and covered the entire course but their ability to demonstrate their subject knowledge and understanding is materially affected by adverse circumstances beyond their control at the time of the assessment(s).

A centre must decide whether the candidate meets the published criteria for special consideration. An awarding body cannot determine the candidate's eligibility and make the decision for the centre.

Applications must only be processed where they are supported by the centre and the candidate meets the published criteria for special consideration with evidence in place.

If the centre does not support an online application for special consideration, then it must not be submitted to the relevant awarding body or bodies. Speculative applications for special consideration cannot be accepted.

Where a candidate does not meet the published criteria for special consideration, the awarding body will reject the application and provide clear reasons for doing so.

Centres must not submit applications for special consideration for trivial cases.

Special consideration can only go some way to assist a candidate affected by a potentially wide range of difficulties, emotional or physical, which may influence performance in their assessments. It cannot remove the difficulty faced by the candidate. This means that there will be some situations where candidates should not be entered for a qualification or a unitised examination. This is because only minor adjustments can be made to the mark awarded. To make larger adjustments would jeopardize the standard of the qualification. (SC 1)

Purpose of the policy

The purpose of this policy is to identify roles and responsibilities within the special consideration process and confirms Woodlands Community College will submit any application for special consideration where candidates meets the published criteria. (GR 5.9)

Eligibility for special consideration

- Candidates will be eligible for special consideration if they have been fully prepared and have covered the whole course but performance in the examination, or in the production of coursework or non-examination assessment, is materially affected by adverse circumstances beyond their control (SC 2.1)
- Special consideration must be applied for at the time of the assessment (SC 2)
- Candidates will not be eligible for special consideration if preparation for, or performance in the examination is affected by the reasons detailed in the JCQ document **A guide to the special consideration process** (SC 2.3)

Roles and responsibilities

The role of the head of centre

- Be familiar with, refers to and directs relevant centre staff to the annually updated JCQ publication **A guide to the special consideration process**
- Ensure where a candidate meets the published criteria, an application for special consideration will be submitted to the relevant awarding body by the exams office/officer

Additional responsibilities:

Not Applicable

The role of the exams office/officer

- Refer to the criteria detailed in the JCQ document **A guide to the special consideration process** to determine where a candidate is/is not eligible for special consideration
- Where a candidate meets the published criteria, submit an application for special consideration to the relevant awarding body

Additional responsibilities:

Not Applicable

The role of the senior leader

- Authorise appropriate evidence to support all eligible applications (SC 6)
- Ensure that if the centre does not support an application for special consideration, it will not be submitted to the relevant awarding body

Additional responsibilities:

Not Applicable

The role of other staff

- Provide any appropriate evidence or information that may be required to determine a candidate's eligibility for special consideration

Additional responsibilities:

Not Applicable

The role of an affected candidate (or parent/carer)

- Provide any medical or other evidence that may be required to confirm eligibility for special consideration

Additional responsibilities:

Not Applicable

Applying for special consideration

At Woodlands Community College, where a candidate is eligible, special consideration will be applied for at the time of the assessment in accordance with the regulations as detailed in the JCQ document **A guide to the special consideration process**.

For candidates who are present for the assessment but disadvantaged Woodlands Community College must be satisfied that there has been a material detrimental effect on candidate examination performance or in the production of coursework or non-examination assessment.

Examples where a candidate/candidates may be eligible for special consideration include:

A candidate arrives for the examination and is clearly unwell, extremely distressed and/or may have sustained an injury that requires emergency access arrangements to be put in place:

- the candidate is kept under centre supervision (from 30 minutes after the published starting time for that examination until they begin it) while appropriate arrangements are put in place for the candidate to take the examination (ICE 6.9)
- special consideration is applied if this indisposition has had, or is reasonably likely to have had, a material effect on the candidate's ability to demonstrate his or her normal level of attainment in the examination (SC 1)
- Application for an allowance on the last paper taken in a day when a candidate has been entered for three

or more examinations timetabled for the same day and the total duration of those papers is more than 6 hours (GCE and Level 3 exams) or more than 5 hours 30 minutes (GCSE, Level 1 and Level 2 exams) including any approved extra time but not any time taken for supervised rest breaks, special consideration for an allowance on the last paper taken will be applied for (SC 3.3)

- Serious disturbance during the examination (SC 2.1)
- Candidates will not be eligible for special consideration if preparation for, or performance in the examination is affected by a minor disturbance in the examination room caused by another candidate, such as momentary bad behaviour, a mobile phone ringing, or a momentary fire alarm (SC 2.3)

  (In accordance with SC 1: A centre **must not** submit applications for special consideration for trivial cases. Examples of trivial cases which **would not** warrant special consideration include, but are not limited to: a bird tweeting outside the examination room; a lorry reversing; a toilet being flushed; doors in a corridor adjacent to the examination room opening and closing; very short, momentary noise from, for example, aeroplanes, helicopters, lawn mowers)

Additional examples:

Not Applicable

Candidates who are absent from a timetabled component or unit for acceptable reasons

If a candidate is absent for acceptable reasons, and Woodlands Community College is prepared to support an application for special consideration, special consideration will be applied for if the examination missed is in the terminal series and the minimum requirements for enhanced grading in cases of acceptable absence can be met. (SC 4)

For unitised examinations taken in an examination series prior to certification, candidates must be re-entered for any missed units at the next assessment opportunity. Unless there are difficulties arising, e.g. group performances which cannot be repeated, special consideration will not be awarded. (SC 4)

Other issues

Where other issues or problems affect a candidate or a group of candidates, special consideration will be explored in **A guide to the special consideration process** and applied for where eligible. This may include, for example:

- Other certification (SC 5)
- Shortfall in work (coursework/non-examination assessment) (SC 5)
- Lost or damaged work (non-examination assessment components) (SC 5)
- Candidates issued with an incorrect or incomplete question paper, set the wrong coursework or non-examination assessment task or taught the wrong set text (SC 5)

Additional issues:

Not Applicable

Where a candidate may be eligible for special consideration (a post-assessment adjustment) in other vocational qualifications, Woodlands Community College will follow **A guide to special consideration** (7) and awarding body guidance to determine if, when and how an adjustment can be applied for.

Processing applications for special consideration

The role of the head of centre

- Ensure, before any applications are processed, that the centre is satisfied that the candidates' circumstances warrant special consideration, as set out within the JCQ document **A guide to the special**

consideration process (SC 6)

- Ensure that any applications for special consideration where candidates meet the published criteria and are sufficiently evidenced will be submitted to the relevant awarding body (SC 6)

Additional responsibilities:

Not Applicable

The role of the exams office/officer

- Ensure applications are processed as required by the awarding bodies
- Ensure a candidate/candidates (or a parent/carer) understands that all cases must be dealt with by the centre (SC 6)
- Ensure that special consideration is applied for at the time of the assessment
- Ensure special consideration is not applied for in a cumulative fashion and where a candidate may be affected by different indispositions, ensure special consideration is only applied for the most serious indisposition
- Keep evidence to support all applications on file until after the publication of results and provide the appropriate evidence signed by a member of the senior leadership team to support an application where this may be requested by an awarding body (SC 6)
- Meet the awarding body deadline(s) for submitting applications

Other responsibilities:

Not Applicable

Submitting applications for special consideration

At Woodlands Community College, where a candidate or group of candidates is/are eligible for special consideration, applications will be submitted to the relevant awarding body following the published processes in **A guide to the special consideration process**.

In cases of online applications for special consideration, the candidate/candidates will be informed when an application for special consideration is submitted to the awarding body (to ensure compliance with the UK GDPR/Data Protection Act 2018).

Evidence to support all applications will be retained on file until after the publication of results.

Timetabled written examinations

- Applications for individual candidates will be submitted online by logging into the relevant awarding body secure extranet site and following the links to special consideration (where the awarding body's secure site accepts applications online)
- A single application to cover all examinations affected where a candidate is present but disadvantaged and a separate application for each day on which examinations are missed where a candidate is absent from an examination for an acceptable reason will be submitted
- Form 14 **Self certification form** (Self certification for candidates who have missed an examination) will only be completed by a candidate/parent/carer where circumstances warrant this and will not be used where the centre knows the candidate was ill

Internally assessed work

- Where appropriate, applications will be made online where the awarding body's secure system accepts

them or Form 10 (**Application for special consideration**) will be completed and submitted to the awarding body

- Where an application relates to a shortfall in work for an individual candidate, this will be submitted by completing Form 10, attached to a breakdown of marks across the assessment objectives

Applications post-publication of results

If, after the publication of results for a particular examination series, a claim is made that special consideration was not applied for at the time of an assessment where a candidate was eligible, the claimant will be informed that late applications will only be accepted by an awarding body in the most exceptional circumstances and where a senior leader is able to produce compelling evidence to support a late application.

The application must be submitted before the deadline for reviews of results for the respective exam series.

Changes 2025/2026

(Added) Under **Introduction**: additional paragraphs added.

(Added) Under heading **Roles and Responsibilities**: added to the role of the senior leader.

(Amended) Wording amended under heading **Other issues**.

(Added) Under heading **Processing applications for special consideration**: added to the role of the head of centre.

(Changed) Reference to a member of the senior leadership team 'signing' appropriate evidence changed to 'authorising' appropriate evidence.

(Amended) Under heading **Timetabled written exams**: removed bullet points referencing Form 10.

(Amended) Under heading **Internally assessed work**: removed reference to extensions.

(Removed) Section removed - **Post assessment adjustments – special consideration (Vocational qualifications)**.

(Amended) Wording amended under heading **Applications post-publication of results**.

Centre-specific changes

Upon review in November 2025, no centre-specific updates or changes were applicable to this document).Upon review in November 2025

Appendix 7

Alternative Rooming Arrangements Policy

Woodlands Community College

Alternative Rooming Arrangements Policy

Centre name	Woodlands Community College
Centre number	58631
Date policy first created	01/11/2023
Current policy approved by	Head of Centre
Current policy reviewed by	Exams and Data Manager
Date of review	01/11/2025
Date of next review	01/11/2026

Key staff involved in the policy

Role	**Name**
Head of centre	Mr J Henderson
Senior leader(s)	Mr P Smallman
Exams officer	Miss S Wicks
SENCo (or equivalent role)	Miss E Leavesley
Other staff (if applicable)	Mrs S Healey

This policy is reviewed and updated annually to ensure that alternative rooming arrangements at Woodlands Community College are awarded and managed in accordance with current requirements and regulations.

References in this policy to AARA and ICE refer to the JCQ documents **Access Arrangements and Reasonable Adjustments** and **Instructions for conducting examinations**.

Introduction

Alternative rooming arrangements (for example, a room for a smaller group of candidates with similar needs) is an available access arrangement as defined in the JCQ regulations. This is an arrangement where a candidate with an established difficulty may be eligible to take their examinations in a smaller environment away from the main examination room.

Purpose of the policy

The purpose of this policy is to confirm the criteria when these arrangements may be considered and granted for a candidate at Woodlands Community College in compliance with the regulations.

1. Decisions on the awarding of the arrangement

At Woodlands Community College, decisions on the awarding of the arrangement are made by: the

SENDCO Decisions are based on:

- Whether the candidate has a substantial and long-term impairment which has an adverse effect (AARA 5.16)
- The candidate's normal way of working within the centre (AARA 5.16)
- Ensuring the proposed arrangement does not unfairly disadvantage or advantage the candidate (AARA 4.2.1)

  (In accordance with the regulations: A centre must make decisions on appropriate access arrangements for their candidates. Although professionals from other organisations may give advice, they cannot make the decision for the centre. They will not have a working knowledge of an individual candidate's needs and how their difficulties impact in the classroom and/or in timed assessments. It is the responsibility of the SENCo (or equivalent role within the centre) to make appropriate and informed decisions based on the JCQ regulations.)
- Nervousness, low level anxiety or being worried about examinations is not sufficient grounds for separate invigilation within the centre

  The use of an alternative room with one-to-one invigilation must only apply where the candidate has a serious medical condition, such as frequent seizures, Tourette's or significant behavioural issues which would disturb other candidates in the examination room (AARA 5.16)

Additional information:

Not Applicable

2. Criteria for the awarding of the arrangement

Alternative rooming arrangements will be considered where the arrangement would prevent a candidate from being placed at a substantial disadvantage and where the following conditions are met:

- The candidate has an established difficulty as defined in section 5.16 of the JCQ's **Access Arrangements and Reasonable Adjustments** document (ICE 14.18)
- The candidate's disability is established within the centre and known to relevant staff or a senior member of staff with pastoral responsibilities (AARA 5.16)
- Alternative rooming arrangements reflects the candidate's normal and current way of working in internal tests and mock examinations (AARA 5.16)
- Where a candidate sits their examinations in a smaller environment away from the main examination room, the regulations and guidance within the JCQ document **Instructions for conducting examinations**

will be adhered to, particularly in relation to accommodation and invigilation arrangements (ICE 14.18)

Additional

information: Not

applicable

3. Other rooming arrangements

At Woodlands Community College arrangements for seating candidates in rooms separate to the main cohort may be put in place in other circumstances. As and when applicable, these circumstances include:

Candidates with readers or scribes, candidates from our alternative learning provison and those with additional medical needs that may need to be monitored.

Changes 2025/2026

In terms of JCQ regulations for 2025/2026, no changes are applicable to this policy.

Centre-specific changes

Upon review in November 2025 no centre-specific updates or changes were applicable to this document.

Appendix 8

Access to Scripts, Reviews of Results and Appeals Procedures

Woodlands Community College

Access to Scripts, Reviews of Results and Appeals Procedures

Centre name	Woodlands Community College
Centre number	58631
Date procedures first created	01/11/2023
Current procedures approved by	Head of Centre
Current procedures reviewed by	Exams and Data Manager
Date of review	01/11/2025
Date of next review	01/11/2026

Key staff involved in the procedures

Role	**Name**
Head of centre	Mr J Henderson
Senior leader(s)	Mr P Smallman
Exams officer	Miss S Wicks
Other staff (if applicable)	Mrs S Healey

These procedures are reviewed and updated annually to ensure that Woodlands Community College deals with candidates' requests for access to scripts, clerical re-checks, reviews of marking, reviews of moderation and appeals to the awarding bodies in accordance with current requirements and regulations.

Reference in these procedures to GR and PRS refer to the JCQ documents **General Regulations for Approved Centres** and **Post-Results Services**.

Introduction

Following the issue of results, awarding bodies make post-results services available.

The JCQ post-results services currently available are detailed below.

Access to Scripts (ATS)

Centres may request copies of scripts to support:

- reviews of marking; and/or
- teaching and learning

Requests must be submitted online via the awarding bodies' extranet sites.

Information on deadlines for Access to Scripts is found on awarding bodies' websites.

Reviews of Results (RoRs)

- Service 1 (Clerical re-check): This is the only service that can be requested for multiple choice tests
- Service 2 (Review of marking): This service is available for externally assessed components of both unitised and linear GCE AS, A-level and GCSE specifications. It is also available for Level 1, 2 and 3 Vocational and Technical qualifications.
- Priority Service 2 (Review of marking): This service is available for externally assessed components of both unitised and linear GCE A-level specifications. It is also available for Level 3 Vocational and Technical qualifications. For NCFE this service only applies to T-levels.
- Service 3 (Review of moderation): A review of moderation cannot be undertaken upon the work of an individual candidate or the work of candidates not in the original sample

Requests must be submitted online via the awarding bodies' extranet sites.

Appeals:

- The appeals process is available after receiving the outcome of a review of results

Purpose of the procedures

The purpose of these procedures is to confirm how Woodlands Community College deals with candidates' requests for access to scripts, clerical re-checks, reviews of marking, reviews of moderation and appeals to the awarding bodies in compliance with JCQ regulations (GR 5.13).

Details of these procedures are made widely available and accessible to all candidates by: Signposts on social media and the Schools Website.

The arrangements for post-results services

- Candidates must be made aware of the arrangements for post-results services prior to the issue of results (GR 5.13)
- A review of moderation cannot be undertaken upon the work of an individual candidate or the work of candidates not in the original sample (PRS 4.3)
- The appeals process is available after receiving the outcome of a review of results (PRS 5.1)

At Woodlands Community College:

- Candidates are made aware of the arrangements for post-results services prior to the issue of results

- Candidates are also informed of the periods during which senior members of centre staff will be available immediately after the publication of results so that results may be discussed, and decisions made on the submission of reviews of marking (GR 5.13, PRS 4.1)

Candidates are made aware/informed by:

- informative assemblies led by the year team and signposts on Social Media and the Schools Website

Full details of the post-results services, internal deadline(s) for requesting a service and the fees charged (where applicable) are provided by The Exams Officer.

This information is made available to candidates and centre staff on results day, following the issue of results.

Dealing with requests

- All post-results service requests from internal candidates must be made through the centre (GR 5.13)

At Woodlands Community College the process to request a service is:

- to email the Exams officer with details of the request.

Candidate consent

- Candidates must provide their **written consent** for clerical re-checks, reviews of marking, and any subsequent appeal, and access to scripts services offered by the awarding bodies **after** the publication of examination results (GR 5.13)

  (As applicable, it will be ensured that any private candidates are made aware that all post-results service requests can be made directly through the relevant awarding body)

Woodlands Community College will:

- Acquire written candidate consent (accepting informed consent via candidate email) in all cases before a request for a clerical re-check, a review of marking, and any subsequent appeal, or an access to scripts service request is submitted to the awarding body
- Acquire informed candidate consent to confirm the candidate understands that the final subject grade and/or mark awarded following a clerical re- check or a review of marking, and any subsequent appeal, may be lower than, higher than, or the same as the result which was originally awarded
- Only collect candidate consent **after** the publication of results
- Retain consent forms or e-mails from candidates for at least six months following the outcome of a clerical re-check or review of marking or any subsequent appeal (PRS 4.2)
- Retain consent/permission forms or e-mails from candidates to request and use their scripts for at least six months (PRS Appendix B)

Submitting requests

Woodlands Community College will:

- Submit requests electronically for clerical re-checks, reviews of marking, reviews of moderation and access to scripts by the published deadline(s) in accordance with the JCQ document **Post-results services** (GR

5.13)

- Submit requests for appeals in accordance with the JCQ document **A guide to the awarding bodies' appeals processes** (GR 5.13)
- Confirm the awarding body's acknowledgement of receipt of a review of results request prior to the deadline for submission of post-results services and regularly check the progress of the request online (PRS 4.5)

Additional centre-specific actions:

Not Applicable

Dealing with outcomes

Woodlands Community College will:

- Ensure outcomes of clerical re-checks, reviews of marking, reviews of moderation and appeals are made known to candidates as soon as possible (GR 5.13)

Candidates will be notified by:

- post. They will be sent a letter and a new statement of results following clerical re-checks, reviews of marking, reviews of moderation and appeals if the mark has changed. A letter will also be sent to candidates where no changes to marks have been made.

Additional centre-specific actions:

not
applicable

Managing disputes

At Woodlands Community College any dispute/disagreement will be managed In accordance with the internal appeals procedure to manage disputes when a candidate disagrees with a centre decision not to support an application for a clerical-check, a review of marking, a review of moderation or an appeal (GR 5.13)

Additional centre-specific actions:

not
applicable

Changes 2025/2026

(Updated) Under heading **Introduction** wording updated in relation to the JCQ post-results services currently available.

(Reformatted) Under heading **The arrangements for post-results services** insert fields reformatted and require updating on reviewing and updating this procedure.

Centre-specific changes

Upon review in November 2025 no centre-specific updates or changes were applicable to this document.

Appendix 9

Certificate Issue procedure and retention Policy

Woodlands Community College

Certificate Issue procedure and retention Policy

Centre name	Woodlands Community College
Centre number	58631
Date policy first created	02/11/2023
Current policy approved by	Head of Centre
Current policy reviewed by	Exams and Data Manager
Date of review	01/11/2025
Date of next review	01/11/2026

Key staff involved in the procedure/policy

Role	**Name**
Head of centre	Mr J Henderson
Senior leader(s)	Mr P Smallman
Exams officer	Miss S Wicks
Other staff (if applicable)	Mrs S Healey

This procedure/policy is reviewed and updated annually to ensure that certificates at Woodlands Community College are managed in accordance with current requirements and regulations.

Reference in the procedure/policy to GR relates to relevant sections of the current JCQ document **General Regulations for Approved Centres**.

Introduction

Certificates are provided by awarding bodies after examination results have been confirmed. Certificates always remain the property of the awarding bodies.

Purpose of the procedure/policy

The purpose of this procedure/policy is to confirm how Woodlands Community College issues examination certificates to candidates and the policy for the retention of any unclaimed/uncollected certificates in compliance with JCQ regulations.

Issue of certificates

Woodlands Community College will:

- obtain and maintain accurate candidate contact information to ensure the correct and secure despatch of certificates (GR 5.14)
- distribute certificates to all candidates without delay and regardless of any disputes (GR 5.14)
- not withhold any certificate without prior permission from the relevant awarding body which will only be given in very exceptional circumstances (GR 5.14)
- keep a record of the certificates that are issued (GR 5.14)
- return any certificates requested by the awarding bodies as certificates always remain the property of the awarding bodies (GR 5.14)

The receipt of certificates from awarding bodies and arrangements for the issue of certificates to candidates is managed by .

Arrangements for the issue of certificates

Candiddates will be emailed a designated time in which they can collect certificates. The details will be published on all social media platforms and also on our school website. Students will be asked to confirm any address changes by a specific date and any certificates not collected will be sent by Royal mail "signed for delivery". All certificates will be signed for at time of collection and tracking numbers will be recorded for certificates that are posted.

Candidates are informed of the arrangements for the issue of certificates as follows:

- Candidates will be emailed and details will be posted on all social media accounts and also on the schools website.

Where unable to claim/collect certificates under the normal arrangements

candidates may arrange to have their certificates collected on their behalf by providing the Exams and Data Manager with written permission or by emailing exams@woodlands.southampton.sch.uk. The person collecting certificates will be asked to provide photographic ID at the time of collection.

Record of issued certificates

When certificates have been collected the signature record of collection will be kept by the Exams team for a period of 4 years. These will then be disposed of confidentially in line with the schools current procedures.

Retention of certificates

Woodlands Community College will:

- retain securely all unclaimed certificates for a minimum of 12 months from the date of issue (GR 5.14)
- destroy any unclaimed certificates after retaining them for a minimum of 12 months (GR 5.14)
- destroy certificates in a confidential manner or may return them to the respective awarding body (GR 5.14)
- retain a record of certificates that have been destroyed for four years from their date of destruction (This record will list the candidate number, the awarding body, the qualification(s) and the examination series)
  (GR 5.14)
- (where applicable) inform candidates that some awarding bodies do not offer a replacement certificate service and in such circumstances the awarding body will issue a Certifying Statement of Results which will provide an accurate and complete record of results for all qualifications covered by the original
  certificate (GR 5.14)

The retention of unclaimed or uncollected certificates is managed by The Exams Team.

Retention policy

Any unclaimed certificates will be retained for a period of four years and a reminder email and text will be sent to all candidates 1 month after the designated collection time.

Changes 2025/2026

(Changed) Slight wording changes to prompts around what the records kept should list.

(Amended) The field against 'The retention of unclaimed or uncollected certificates is managed by' will need re-inserting.

Centre-specific changes

Upon review in November 2025 no centre-specific updates or changes were applicable to this document.

Appendix 10

Exams Archiving Policy

Woodlands Community College

Exams Archiving Policy

Centre name	Woodlands Community College
Centre number	58631
Date policy first created	15/11/2023
Current policy approved by	Head of Centre
Current policy reviewed by	Exams and Data Manager
Date of review	01/11/2025
Date of next review	01/11/2026

Key staff involved in the policy

Role	**Name**
Head of centre	Mr J Henderson
Senior leader(s)	Mr P Smallman
Exams officer	Miss S Wicks
SENCo (or equivalent role)	Miss E Leavesley
IT manager	Mr V Bitto
Finance manager	
Head(s) of department	
Other staff (if applicable)	Mrs S Healey

This policy is reviewed and updated annually to ensure that records are archived/retained in accordance with current requirements.

References in this policy to GR, ICE, SC and PRS refer to the JCQ documents **General Regulations for Approved Centres**, **Instructions for conducting examinations**, **A guide to the special consideration process** and **Post-Results Services**.

Purpose of the policy

The purpose of this policy is to:

- identify exams-related information/records held by the exams office
- identify the retention period
- determine the action required at the end of the retention period and the method of disposal
- inform or supplement the centre-wide records management policy/data retention policy

Where a particular record or information type is not held in, or not applicable to Woodlands Community College, this is indicated.

1. Access arrangements information

Record(s) description

Any hard copy information kept by the exams officer relating to an access arrangement candidate. NOTE FOR ALL RECORD TYPES: Where a particular record or information type is not held in/not applicable to the centre, add for example: These records/this information is not held in/applicable to the centre.

Retention information/period

Records returned to ALS lead/SENCo as records owner at end of the candidate's final exam series.

Action at the end of retention period (method of disposal)

These will be confidentially disposed of after a period of one year in conjunction with the schools current procedure.

2. Alternative site arrangements

Record(s) description

Any hard copy information generated on an alternative site arrangement. Notifications submitted online via CAP.

Retention information/period

The Centre will retain this information for a period of one year after results day.

Action at the end of retention period (method of disposal)

These will be confidentially disposed of after a period of one year in conjunction with the schools current procedure.

3. Attendance register copies

Record(s) description

Attendance Registers

Retention information/period

Records are kept in accordance with the requirements of ICE, sections 12, 22 (…keep signed records of the seating plan, the invigilation arrangements and the centre's copies of the attendance registers for each examination. The awarding bodies may need to refer to these records. The centre must keep them until the deadline for reviews of marking has passed or until any appeal, malpractice or other results enquiry has been completed, whichever is later...).

Action at the end of retention period (method of disposal)

These will be confidentially disposed of in conjunction with the schools current procedure.

4. Awarding body exams administration information

Record(s) description

Any hard copy publications provided by awarding bodies.

Retention information/period

Records retained until the current academic year update is provided.

Action at the end of retention period (method of disposal)

These will be confidentially disposed of in conjunction with the schools current procedure.

5. Candidates' scripts

Record(s) description

Any unwanted copies of scripts returned to the centre through the Access to Scripts (ATS) service.

Retention information/period

To be retained securely until the awarding body's earliest date for confidential disposal of unwanted scripts in accordance with the requirements of GR, section 3.15 (... ensure that when scripts that have been returned under access to scripts arrangements are no longer required, they are disposed of in a confidential manner, but no earlier than the dates specified by the awarding bodies…)

Action at the end of retention period (method of disposal)

These will be confidentially disposed of in conjunction with the schools current procedure.

6. Candidates' work

Record(s) description

Non-examination assessment work returned to the centre by the awarding body at the end of the moderation period.

Retention information/period

Records logged on return to the centre and immediately returned to subject staff as records owner. To be stored safely and securely along with work that did not form part of the moderation sample (including materials stored electronically) in accordance with the requirements of GR, section 3.15 (…store safely and securely all non-examination assessments, including controlled assessments, coursework or portfolios, retained in, or returned to, the centre until the deadline for a review of moderation has passed or until a review of moderation, an appeal or a malpractice investigation has been completed, whichever is later. This includes materials stored electronically...).

Action at the end of retention period (method of disposal)

Any work will be returned to candidates on request or confidentially disposed of after a period of one year in conjunction with the schools current procedure.

7. Centre consortium arrangements for centre assessed work

Record(s) description

Any hard copy information generated or relating to consortium arrangements for centre assessed work. Applications submitted online via CAP. Add Not applicable if this record type is not applicable to the centre.

Retention information/period

The Centre will retain this information for a period of one year after results day.

Action at the end of retention period (method of disposal)

These will be confidentially disposed of in conjunction with the schools current procedure.

8. Certificates

Record(s) description

Candidate certificates issued by awarding bodies.

Retention information/period

Records retained in accordance with the requirements of GR, section 5.14 (…retain all unclaimed certificates under secure conditions for a minimum of 12 months from the date of issue...).

Action at the end of retention period (method of disposal)

These will be confidentially disposed of in conjunction with the schools current procedure.

9. Certificate destruction information

Record(s) description

A record of unclaimed certificates that have been destroyed.

Retention information/period

Records retained in accordance with the requirements of GR, section 5.14 (... destroy any unclaimed certificates after retaining them for a minimum of 12 months. They must be destroyed in a confidential manner. Centres that do not have a means of destroying certificates confidentially may return them to the respective awarding body. A record of certificates that have been destroyed should be retained for four years from their date of destruction. However, candidates should be informed that some awarding bodies do not offer a replacement certificate service. In such circumstances the awarding body will issue a Certifying Statement of Results… (Where an awarding body issues a replacement certificate, or a Certifying Statement of Results, this will provide an accurate and complete record of results for all qualifications covered by the original certificate… return any certificates requested by the awarding bodies. Certificates always remain the property of the awarding bodies.).

Action at the end of retention period (method of disposal)

These will be confidentially disposed of in conjunction with the schools current procedure.

10. Certificate issue information

Record(s) description

A record of certificates that have been issued.

Retention information/period

Records retained in accordance with the requirements of GR, section 5.14 (...obtain and maintain accurate candidate contact information to ensure the correct and secure despatch of certificates - ...distribute certificates to all candidates without delay and regardless of any disputes (such as non-payment of fees). Certificates must not be withheld without prior permission from an awarding body which will only be given in very exceptional circumstances. A record should be kept of the certificates that are issued…).

Action at the end of retention period (method of disposal)

These will be confidentially disposed of in conjunction with the schools current procedure.

11. Confidential materials: initial point of delivery logs

Record(s) description

Logs recording awarding body confidential exam materials received by an authorised member of staff at the initial point of delivery

Retention information/period

The Centre will retain these logs for a period of 1 year after results day

Action at the end of retention period (method of disposal)

These will be confidentially disposed of in conjunction with the schools current procedure.

12. Confidential materials: receipt, secure movement, checking and secure storage log

Record(s) description

Logs recording the secure movement of awarding body confidential exam materials packages by an authorised member of staff to the secure room for transferal to the centre's secure storage facility.

Retention information/period

The Centre will retain storage log documents for a period of one year after results day

Action at the end of retention period (method of disposal)

These will be confidentially disposed of in conjunction with the schools current procedure.

13. Conflicts of interest records

Record(s) description

Records demonstrating the management of conflicts of interest

Retention information/period

The Centre will retain storage log documents for a period of one year after results day

Action at the end of retention period (method of disposal)

These will be confidentially disposed of in conjunction with the schools current procedure.

14. Dispatch logs

Record(s) description

Proof of dispatch of exam script packages to awarding body examiners covered by the DfE (Standards & Testing Agency) yellow label service (England only).

Retention information/period

The Centre will retain storage log documents for a period of one year after results day

Action at the end of retention period (method of disposal)

These will be confidentially disposed of in conjunction with the schools current procedure.

15. Entry information

Record(s) description

Any hard copy information relating to candidates' entries.

Retention information/period

The Centre will retain storage log documents for a period of one year after results day

Action at the end of retention period (method of disposal)

These will be confidentially disposed of in conjunction with the schools current procedure.

16. Exam question papers

Record(s) description

Question papers for timetabled written exams.

Retention information/period

Records retained in accordance with the requirements of ICE section 31 (Releasing question papers) and GR,

section 6.13 (…For confidentiality purposes question papers must not be released to centre personnel for use in accordance with the above licence until after the awarding body's published finishing time for the examination or, in the case of a timetable variation, until all candidates within the centre have completed the examination. This does not restrict access to question papers by authorised centre personnel for the purpose of conducting examinations…).The Centre will retain question papers for a period of one year after results day

Action at the end of retention period (method of disposal)

These will be confidentially disposed of in conjunction with the schools current procedure.

17. Exam room checklists

Record(s) description

Checklists confirming exam room conditions and invigilation arrangements for each exam session.

Retention information/period

The Centre will retain exam room checklists for a period of one year after results day

Action at the end of retention period (method of disposal)

These will be confidentially disposed of in conjunction with the schools current procedure.

18. Exam room incident logs

Record(s) description

Logs recording any incidents or irregularities in exam rooms for each exam session.

Retention information/period

The Centre will retain exam room incident logs for a period of one year after results day

Action at the end of retention period (method of disposal)

These will be confidentially disposed of in conjunction with the schools current procedure.

19. Exam stationery

Record(s) description

Awarding body exam stationery provided solely for the purpose of external exams.

Retention information/period

Records retained in accordance with the requirements of ICE, section 30 (…return unused stationery to the secure storage facility or secure room until needed for a future examination. Surplus stationery must not be used for internal school tests, mock examinations and non-examination assessments… destroy confidentially any out-of-date stationery.). example: Records retained in accordance with the requirements of ICE, section 30 (…return unused stationery to the secure storage facility or secure room until needed for a future examination. Surplus stationery must not be used for internal school tests, mock examinations and non-examination assessments… destroy confidentially any out-of-date stationery.).

Action at the end of retention period (method of disposal)

These will be confidentially disposed of in conjunction with the schools current procedure.

20. Examiner reports

Record(s) description

Examiner reports

Retention information/period

(Where/if provided by awarding body) Records immediately provided to head of department as records owner.

Action at the end of retention period (method of disposal)

These will be confidentially disposed of in conjunction with the schools current procedure.

21. Finance information

Record(s) description

Copy invoices for exams-related fees

Retention information/period

Records returned to Finance department as records owner at the end of the academic year.

Action at the end of retention period (method of disposal)

These will be confidentially disposed of in conjunction with the schools current procedure.

22. Handling secure electronic materials logs

Record(s) description

Where used by the centre) Logs recording the arrangements applied when handling secure electronic materials provided to the centre and accessed by the exams officer (or other authorised member of centre staff).

Retention information/period

The Centre will retain secure electronic materials for a period of one year after results day

Action at the end of retention period (method of disposal)

These will be confidentially disposed of in conjunction with the schools current procedure.

23. Invigilation arrangements

Record(s) description

Checklists confirming exam room conditions and invigilation arrangements for each exam session.

Retention information/period

The Centre will retain checklists confirming exam room conditions and invigilation arrangements for a period of one year after results day

Action at the end of retention period (method of disposal)

These will be confidentially disposed of in conjunction with the schools current procedure.

24. Invigilator and facilitator training records

Record(s) description

Invigilaor training records will be stored by the Exams team

Retention information/period

Records retained in accordance with the requirements of ICE, section 12 (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 and 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. 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 and 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.).

Action at the end of retention period (method of disposal)

These will be confidentially disposed of in conjunction with the schools current procedure.

25. Moderator reports

Record(s) description

Moderation reports

Retention information/period

Where printed from electronic copy) Records immediately provided to head of department as records owner.

Action at the end of retention period (method of disposal)

These will be confidentially disposed of in conjunction with the schools current procedure.

26. Moderation return logs

Record(s) description

Logs recording the return of candidates' work to the centre by the awarding body at the end of the moderation period.

Retention information/period

The Centre will retain these logs for a period of one year after results day

Action at the end of retention period (method of disposal)

These will be confidentially disposed of in conjunction with the schools current procedure.

27. Overnight supervision information

Record(s) description

The JCQ Overnight Supervision form is completed online using CAP. The JCQ Overnight Supervision Declaration form is downloaded from CAP for signing by the candidate, the supervisor and the head of centre.

Retention information/period

Records retained in accordance with the requirements of ICE, section 8 (...keep all completed forms available for inspection until the deadline for reviews of marking has passed or until any appeal, malpractice or other results enquiry has been completed, whichever is later. Forms may be stored electronically or in hard copy paper format and must not be sent to an awarding body, unless specifically requested…).

Action at the end of retention period (method of disposal)

These will be confidentially disposed of in conjunction with the schools current procedure.

28. Post-results services: confirmation of candidate consent information

Record(s) description

Hard copy or email record of required candidate consent.

Retention information/period

Records retained in accordance with the requirements of PRS, section 4 plus appendix A and B (Consent forms or emails from candidates must be retained by the centre and kept for at least six months following the outcome of the clerical re-check or review of marking or any subsequent appeal. The awarding bodies reserve the right to inspect such documentation. This form should be retained on the centre's files for at least six months following the outcome of the clerical re-check, review of marking or any subsequent appeal. This form should be retained on the centre's files for at least six months.).

Records retained in accordance with the requirements of PRS, section 4 plus appendix A and B (Consent forms or emails from candidates must be retained by the centre and kept for at least six months following the outcome of the clerical re-check

Action at the end of retention period (method of disposal)

These will be confidentially disposed of in conjunction with the schools current procedure.

29. Post-results services: request/outcome information

Record(s) description

Any hard copy information relating to a post-results service request (RoRs, appeals, ATS) submitted to an awarding body for a candidate and outcome information from the awarding body.

Retention information/period

The Centre will retain these logs for a period of one year after results day

Action at the end of retention period (method of disposal)

These will be confidentially disposed of in conjunction with the schools current procedure.

30. Post-results services: tracking logs

Record(s) description

Logs tracking to resolution all post-results service requests submitted to awarding bodies.

Retention information/period

The Centre will retain these logs for a period of one year after results day

Action at the end of retention period (method of disposal)

These will be confidentially disposed of in conjunction with the schools current procedure.

31. Private candidate information

Record(s) description

Retention information/period

The Centre will retain Private candidate information for a period of two years after results day

Action at the end of retention period (method of disposal)

These will be confidentially disposed of in conjunction with the schools current procedure.

32. Proof of postage - candidates' work

Record(s) description

Proof of postage/dispatch of candidates' scripts to awarding body examiners/markers. Proof of postage/dispatch of sample of candidates' work submitted to awarding body moderators.

Retention information/period

Records (proof of postage/dispatch of candidates' scripts to awarding body examiners/markers) retained in accordance with the requirements of ICE, section 29 (Centres not involved in the secure despatch of exam scripts service… must obtain proof of postage/despatch for each packet of scripts, which must be retained on the centre's files until the results are published, in case of loss or damage. (Proof of postage will provide evidence that the candidates' scripts have left the centre. This will indicate that the scripts were written at the appointed time and that, should the scripts not be received by the awarding body/examiner, then special consideration may be possible.)…).

Action at the end of retention period (method of disposal)

These will be confidentially disposed of in conjunction with the schools current procedure.

33. Resilience arrangements: Evidence of candidate performance

Record(s) description

The collection of evidence of student performance to ensure resilience in the qualifications system.

Retention information/period

Ofqual provides the following information: Retention of the work - Student work, either the original or a copy, must always be retained by the centre. Student work can be retained digitally or physically. Students may be given copies, or the original work, where this would support their study.

Action at the end of retention period (method of disposal)

34. Resolving timetable clashes

Record(s) description

Any hard copy information relating to the resolution of a candidate's clash of timetabled exam papers.

Retention information/period

The Centre will retain hard copies of information relating a clash for a period of one year after results day

Action at the end of retention period (method of disposal)

These will be confidentially disposed of in conjunction with the schools current procedure.

35. Results information

Record(s) description

Broadsheets of public examination results summarising candidate final grades by subject by exam series.

Retention information/period

Records for current year plus previous 6 years retained as a minimum.

Action at the end of retention period (method of disposal)

These will be confidentially disposed of in conjunction with the schools current procedure.

36. Seating plans

Record(s) description

Plans showing the seating arrangements of all candidates for every exam taken.

Retention information/period

Records retained in accordance with the requirements of ICE, section 12 (…keep signed records of the seating plan, the invigilation arrangements and the centre's copies of the attendance registers for each examination. The awarding bodies may need to refer to these records. The centre must keep them until the deadline for reviews of marking has passed or until any appeal, malpractice or other results enquiry has been completed, whichever is later.).

Action at the end of retention period (method of disposal)

These will be confidentially disposed of in conjunction with the schools current procedure.

37. Second pair of eyes check records/forms

Record(s) description

Records of the check that must take place by a second person (additional to the person removing question paper packets from secure storage) immediately before a question paper packet is opened.

Retention information/period

The Centre will retain hard copies of second pair of eyes check forms for a period of one year after results day

Action at the end of retention period (method of disposal)

These will be confidentially disposed of in conjunction with the schools current procedure.

38. Special consideration information

Record(s) description

Any hard copy information relating to a special consideration application which has been submitted to an awarding body for a candidate and appropriate evidence signed by a senior leader.

Retention information/period

Records retained in accordance with the requirements of SC, section 6 (All applications must be supported by appropriate evidence signed by a member of the senior leadership team. The centre must retain this evidence until after the publication of results.)

Action at the end of retention period (method of disposal)

These will be confidentially disposed of in conjunction with the schools current procedure.

39. Suspected malpractice reports/outcomes

Record(s) description

Any hard copy information relating to a suspected or actual malpractice investigation/report submitted to an awarding body and outcome information from the awarding body.

Retention information/period

The Centre will retain hard copies of a suspected or actual malpractice investigation or report submitted to an awarding body and outcome information from the awarding body for a period of one year after results day

Action at the end of retention period (method of disposal)

These will be confidentially disposed of in conjunction with the schools current procedure.

40. Transferred candidate arrangements

Record(s) description

Any hard copy information relating to a transferred candidate arrangement. Applications submitted online via CAP.

Retention information/period

The Centre will retain hard copies of information relating to a transferred candidate for a period of one year after results day

Action at the end of retention period (method of disposal)

These will be confidentially disposed of in conjunction with the schools current procedure.

41. Very late arrival reports/outcomes

Record(s) description

Any hard copy information relating to a candidate arriving very late to an exam. Reports submitted online via CAP.

Retention information/period

The Centre will retain hard copies of information relating to a candidate arriving very late to an exam for a period of one year after results day

Action at the end of retention period (method of disposal)

These will be confidentially disposed of in conjunction with the schools current procedure.

42a. Any other records/documentation/materials

Record(s) description

Add any other records/documents/materials

Retention information/period

The Centre will retain hard copies of any other record or documents relating to exams not listed individually in this policy for a period of one year after results day

Action at the end of retention period (method of disposal)

These will be confidentially disposed of in conjunction with the schools current procedure.

42b. Any other records/documentation/materials

Record(s) description

N/A

Retention information/period

N/A

Action at the end of retention period (method of disposal)

N/A

Changes 2025/2026

(Added) Record type - **25. Malpractice reports and outcomes** (Updated 27/07/2025 to remove this record type as it is a duplication of record type 39)

(Changed) Slight wording changes made in JCQ reference prompts to reflect wording changes in relevant JCQ documents

Centre-specific changes

Upon review in November 2025, no centre-specific updates or changes were applicable to this document.)

Internal appeals Procedure (Reviews of Results and Appeals)

Woodlands Community College

Internal appeals Procedure (Reviews of Results and Appeals)

Centre name	Woodlands Community College
Centre number	58631
Date procedure first created	16/11/2023
Current procedure approved by	Head of Centre
Current procedure reviewed by	Exams and Data Manager
Date of review	01/11/2025
Date of next review	01/11/2026

Key staff involved in the procedure

Role	Name
Head of centre	Mr J Henderson
Senior leader(s)	Mr P Smallman
Exams officer	Miss S Wicks
Other staff (if applicable)	Mrs Sarah Healey

This procedure is reviewed and updated annually to ensure that appeals against any decision at Woodlands Community College not to support an application for a clerical re-check, a review of marking, a review of moderation, or an appeal are managed in accordance with current requirements and regulations.

Reference in this procedure to GR refers to the JCQ document **General Regulations for Approved Centres**.

Introduction

Following the issue of results, awarding bodies make post-results services available (see below for details of how these are managed at Woodlands Community College).

If teaching staff at Woodlands Community College or a candidate (or their parent/carer) have a concern that a result may not be accurate, post-results services may be considered.

The JCQ post-results services currently available are detailed below.

Reviews of Results (RoRs):

- Service 1 (Clerical re-check) - This is the only service that can be requested for objective tests (multiple choice tests)
- Service 2 (Review of marking)
- Priority Service 2 (Review of marking) - This service is available for externally assessed components of both unitised and linear GCE A-level specifications. It is also available for Level 3 Vocational and Techincal qualifications (For NCFE this service only applies to T-Levels)
- Service 3 (Review of moderation) - This service is not available to an individual candidate

Access to Scripts (ATS):

- Copies of scripts to support reviews of marking
- Copies of scripts to support teaching and learning

Purpose of the procedure

The purpose of this procedure is to confirm the arrangements at Woodlands Community College for dealing with candidate appeals relating to any centre decision not to support an application for a clerical re-check, a review of marking, a review of moderation, or an appeal.

This procedure ensures compliance with JCQ regulations (GR 5.13) which state that centres must have available for inspection and draw to the attention of candidates and their parents/carers, a written internal appeals procedure to manage disputes when a candidate disagrees with a centre decision not to support an application for a clerical re-check, a review of marking, a review of moderation or an appeal.

Post-results services

At Woodlands Community College:

- Candidates are made aware of the arrangements for post-results services prior to the issue of results
- Candidates are also informed of the periods during which senior members of centre staff will be available immediately after the publication of results so that results may be discussed, and decisions made on the submission of reviews of marking

Candidates are made aware/informed by:

- the year 11 year team during informative assemblies about upcoming Exams. There are also signposts on the school website and social media platforms.

Full details of the post-results services, internal deadline(s) for requesting a service and the fees charged (where applicable) are provided by:

- The Exams team

- on results day.

Centre actions in response to a concern about a result

Where a concern is expressed that a particular result may not be accurate, Woodlands Community College will:

- Look at the marks awarded for each component part of the qualification alongside any mark schemes, relevant result reports, grade boundary information, etc., when made available by the awarding body, to determine if the concern may be justified

For **written** components that contributed to the final grade, Woodlands Community College will:

- Where a place a university or college is at risk, consider supporting a request for a Priority Service 2 review of marking (where the qualification concerned is eligible for this service)

In all other instances:

Consider accessing the script by:

- requesting a priority copy of the candidate's script to support a review of marking by the awarding body deadline, or
- (where the option is made available by the awarding body) viewing the candidate's marked script online to consider if requesting a review of marking is appropriate
- Collect written consent/permission from the candidate to access their script
- On access to the script, consider if it is felt that the agreed mark scheme has been applied correctly in the original marking and if the centre considers there are any errors in the marking
- Support a request for the appropriate Review of Results service (clerical re-check or review of marking) if any error is identified
- Collect written consent from the candidate to request the Review of Results service before the request is submitted
- Where relevant, advise an affected candidate to inform any third party (such as a university or college) that a review of marking has been submitted to an awarding body

Additional centre-specific actions:

Not applicable

For **moderated** components that contributed to the final grade Woodlands Community College will:

- Confirm that a review of moderation cannot be undertaken on the work of an individual candidate or the work of candidates not in the original sample submitted for moderation
- Consult any moderator report/feedback to identify any issues raised
- Determine if the centre's internally assessed marks have been accepted without change by the awarding body – if this is the case, a Review of Results service 3 (Review of moderation) will not be available
- Determine if there are any grounds to submit a request for a review of moderation for all candidates in the original sample

Additional centre-specific actions:

Not applicable

Candidate consent

Woodlands Community College will:

- Acquire written candidate consent (accepting informed consent via candidate email) in all cases before a request for a Review of Results service 1 or 2 (including priority service 2) is submitted to the awarding body
- Acquire informed candidate consent to confirm the candidate understands that the final subject grade and/or mark awarded following a clerical re-check or a review of marking, and any subsequent appeal, may be lower than, higher than, or the same as the result which was originally awarded
- Only collect candidate consent after the publication of results

Additional centre-specific actions:

Not applicable

Centre actions in the event of a disagreement (dispute)

Where a candidate disagrees with a centre decision not to support a clerical re-check, a review of marking or a review of moderation, Woodlands Community College will:

- For a review of marking (Review of Results priority service 2), advise the candidate a review may be requested by providing informed written consent (and the required fee) for this service to the centre by the deadline set by the centre
- For a review of marking (Review of Results service 1 or 2), first advise the candidate to access a copy of their script to support a review of marking by providing written permission (and any required administration fee) for the centre to access the script from the awarding body
- After accessing the script to consider the marking, inform the candidate that if a request for a review of marking (Review of Results service 1 or 2) is required, this must be submitted by the deadline set by the centre by providing informed written consent (and the required fee) for the centre to request the service from the awarding body
- Inform the candidate that a review of moderation (Review of Results service 3) cannot be requested for the work of an individual candidate or the work of a candidate not in the original sample

Additional centre-specific actions:

Not applicable

If the candidate (or their parent/carer) believes there are grounds to appeal against the centre's decision not to support a review of results, an internal appeal can be submitted to the centre by:

- completing an internal appeals form

at least

- 7 calendar days - to be confirmed

prior to the internal deadline for submitting a request for a review of results.

The appellant will be informed of the outcome of the appeal:

- before the internal deadline for requesting a Review of Results. A new statement of results report will be sent to candidates if there is a change to grade. All candidates will be notified by post of the outcome of the appeal.

Appeals

Following a Review of Results outcome, an external appeals process is available if the head of centre remains dissatisfied with the outcome and believes there are grounds for appeal.

The JCQ documents **Post-Results Services** and **JCQ Appeals Booklet** (A guide to the awarding bodies' appeals processes) will be consulted to determine the acceptable grounds for a preliminary appeal.

Where the head of centre is satisfied after receiving the Review of Results outcome, but the candidate (or parent/carer) believes there are grounds for a preliminary appeal to the awarding body, an internal appeal may be made directly to the centre. Candidates or parents/carers are not permitted to make direct representations to an awarding body. Following this, the head of centre's decision as to whether to proceed with a preliminary appeal will be based upon the acceptable grounds as detailed in the **JCQ Appeals Booklet**.

To submit an internal appeal:

- An internal appeals form should be completed and submitted to the centre within the time specified by the centre from the notification of the outcome of the review of the result
- Subject to the head of centre's decision, the preliminary appeal will be processed and submitted to the awarding body within the required 30 calendar days of the awarding body issuing the outcome of the review of results process
- Awarding body fees which may be charged for the preliminary appeal must be paid to the centre by the appellant before the preliminary appeal is submitted to the awarding body (fees are available from the exams officer)
- If the appeal is upheld by the awarding body, this fee will be refunded by the awarding body and repaid to the appellant by the centre

Additional centre-specific

information: No applicable

Changes 2025/2026

(Added) Under heading **Reviews of Results** (RoRs): added to Priority Service 2 (Review of marking) - (For NCFE this service only applies to T-levels)

Centre-specific changes

Upon review in November 2025, no centre-specific updates or changes were applicable to this document.)

Appendix 12

Internal Appeals Procedure

Woodlands Community College

Changed: Under heading Appeals against decisions to reject a candidate's work on the grounds of malpractice Internal Appeals Procedure

Centre name	Woodlands Community College
Centre number	58631
Date procedure first created	16/11/2023
Current procedure approved by	Head of Centre
Current procedure reviewed by	Exams and Data Manager
Date of review	01/11/2025
Date of next review	01/11/2026

Key staff involved in the procedure

Role	**Name**
Head of centre	Mr J Henderson
Senior leader(s)	Mr P Smallman
Exams officer	Miss S Wicks
Other staff (if applicable)	Mrs Sarah Healey

This procedure is reviewed and updated annually to ensure that appeals against internal assessment decisions (centre-assessed marks) at Woodlands Community College are managed in accordance with current requirements and regulations in the following JCQ documents: **General Regulations for Approved Centres** (5.3, 5.7), **Instructions for conducting non-examination assessments** (4.6, 6.1, 9) and **Instructions for conducting coursework** (6, 7, 13.5). This procedure is also informed by the JCQ documents **Review of marking (centre assessed marks) suggested template for centres**, **Notice to Centres - Informing candidates of their centre assessed marks** and **Suspected Malpractice: Policies and Procedures** (3.3, 4.5, Form JCQ/M1).

Introduction

Certain qualifications contain components/units of non-examination assessment, controlled assessment and/or coursework which are internally assessed (marked) by centres and internally reviewed/standardised. The marks awarded (the internal assessment decisions) which contribute to the final grade of the qualification are then submitted by the deadline set by the awarding body for external moderation.

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

The qualifications delivered at Woodlands Community College containing internally assessed components or units are:

- GCSE, OCR Cambridge Nationals, WJEC Level 1/Level 2 Vocational, Level 1/2 Vocational Award technical Btec First Awards, BTEC Technical Awards.

Purpose of the procedure

The purpose of this procedure is to confirm the arrangements at Woodlands Community College for dealing with appeals relating to internal assessment decisions.

This procedure ensures compliance with JCQ regulations which state that centres must:

- have in place for inspection, that must be reviewed and updated annually, a written internal appeals procedure relating to internal assessment decisions and to ensure that details of this procedure are communicated, made widely available and accessible to all candidates
- before submitting marks to the awarding body, inform candidates of their centre-assessed marks and allow a candidate to request a review of the centre's marking

Principles relating to centre assessed marks

The head of centre/senior leader(s) at Woodlands Community College will ensure that the following principles are in place in relation to marking the work of candidates:

- A commitment to ensuring that whenever teaching staff mark candidates' work, that this is done fairly, consistently and in accordance with the awarding body's specification and subject-specific associated documents
- All centre staff follow a robust policy regarding the management of non-examination assessments including controlled assessments and coursework which details the procedures relating to relevant qualifications delivered in the centre, including the marking and quality assurance/internal standardisation processes which relevant teaching staff are required to follow
- Candidates' work will be marked by staff who have appropriate knowledge, understanding and skill, and who have been trained in this activity and do not have any potential conflicts of interest (If AI tools have been used to assist in the marking of candidates' work, they will not be the sole marker)
- A commitment to ensuring that work produced by candidates is authenticated in line with the requirements of the awarding body (Where more than one subject teacher/tutor is involved in marking candidates' work, internal moderation and standardisation will ensure consistency of marking)
- On being informed of their centre-assessed marks, if a candidate believes that the above procedures were not followed in relation to the marking of their work, or that the assessor has not properly applied the marking standards to the marking, then the candidate may make use of the appeals procedure below to consider whether to request a review of the centre's marking

Additional centre-specific principles:

Not applicable

Procedure for appealing internal assessment decisions (centre-assessed marks)

The head of centre/senior leader(s) at Woodlands Community College will:

- Ensure that candidates are informed of their centre-assessed marks so that they may request a review of the centre's marking before marks are submitted to the awarding body
- Inform candidates that they will need to explain on what grounds they wish to request a review of an internally assessed mark as a review will only focus on the quality of work submitted
- Inform candidates that they may request copies of materials (as a minimum, a copy of the marked assessment material (work) and the mark scheme or assessment criteria plus additional materials which may vary from subject to subject) to assist them in considering whether to request a review of the centre's marking of the assessment
- Having received a request for copies of materials, promptly make them available to the candidate (this will either be the originals viewed under supervised conditions or copies) within the period of time as specified (see **Deadlines** below)
-
- Provide candidates with sufficient time to allow them to review copies of materials and reach a decision, informing candidates that if their decision is to request a review they will need to explain what they believe the issue to be
- Provide a clear deadline for candidates to submit a request for a review of the centre's marking and confirm understanding that requests must be made in writing and will not be accepted after this deadline (see **Deadlines** below)
- Require candidates to make requests for a review of centre marking by completing an internal appeals form
- Allow sufficient time for the review to be carried out, to make any necessary changes to marks and to inform the candidate of the outcome, all before the awarding body's deadline for the submission of marks (see **Deadlines** below)
- Ensure that the review of marking is conducted by an assessor who has appropriate competence, has had no previous involvement in the assessment of that candidate for the component in question and has no personal interest in the outcome of the review
- Instruct the reviewer to ensure that the candidate's mark is consistent with the standard set by the centre
- Inform the candidate in writing of the outcome of the review of the centre's marking
- Ensure the outcome of the review of the centre's marking is made known to the head of centre who will have the final decision if there is any disagreement on the mark to be submitted to the awarding body
- Ensure a written record of the review is kept and made available to the awarding body upon request
- Ensure the awarding body is informed if the centre does not accept the outcome of a review

Additional centre-specific procedure:

Not applicable

Appeals against decisions to reject a candidate's work on the grounds of malpractice

The JCQ **Information for candidates' documents** (Coursework, Non-examination assessments, Social media) which are distributed to all candidates prior to assessments taking place, inform candidates of the things they must and must not do when they are completing their work.

The JCQ Information for candidates - AI (Artificial Intelligence and assessments) or similar centre document is issued to candidates prior to assessments taking place (and prior to a candidate signing the declaration of authentication which relates to their work).

The centre ensures that staff delivering/assessing coursework, internal assessments and/or non-examination assessments are aware of centre procedures relating to the authentication of learner work and have robust processes in place for identifying and reporting plagiarism (including AI misuse) and other potential candidate malpractice.

Candidate malpractice offences relating to the content of work (i.e. inappropriate/offensive content, copying/collusion, plagiarism (including AI misuse) and/or false declaration of authentication) which are discovered in a controlled assessment, coursework or non-examination assessment component prior to the candidate signing the declaration of authentication do not need to be reported to the awarding body but will be dealt with in accordance with the centre's internal procedures.

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 where a candidate has signed the declaration of authentication, must be reported to the awarding body.

If there are doubts about the authenticity of the work of a candidate or irregularities are identified in a candidate's work before the candidate has signed the declaration of authentication/authentication statement (where required) and malpractice is suspected, Woodlands Community College will:

Follow the authentication procedures and/or malpractice instructions in the relevant JCQ document (Instructions for conducting non-examination assessments/Instructions for conducting coursework) and any supplementary guidance that may be provided by the awarding body. Where this may lead to the decision to not accept the candidate's work for assessment or to reject a candidate's coursework on the grounds of malpractice, the affected candidate will be informed of the decision.

If a candidate who is the subject of the decision disagrees with the decision:

a written request, setting out as clearly and concisely as possible the grounds for the appeal including any further evidence relevant to supporting the appeal, should be submitted
an internal appeals form should be completed and submitted (insert when – for example) within X calendar/working days of the decision being made know to the appellant.

The appellant will be informed of the outcome of the appeal:

- within X calendar/working days of the appeal being received and logged by the centre

Deadlines and timescales

- 7 Calendar days
- 7 Calendar days
- 14 Calendar days

Changes 2025/2026

(Changed/Added) Under heading **Appeals against decisions to reject a c a n d id a t e' s w o r k on the g r o u n d s of**
malpractice wording changed in bullet points and new bullet points added.

Centre-specific changes

Upon review in November 2025, no centre-specific updates or changes were applicable to this document.