

Examinations Policy

Mulberry School for Girls

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Version	Reviewed	Changes since last version
1	New Policy	
2	September 2020	Updated in line with COVID procedures
3	September 2021	Updated references to current JCQ documentation Watches have been added to unauthorised materials in the exam room in appendix 8, page 32 to reflect new JCQ regulations
4	September 2022	Updated references to current JCQ documentation: - Section 7.2 Clarification of the way exam papers are stored in the exam safe. - Additional security measure. Exam papers moved from the Sports Hall to be carried in opaque envelopes - Section 7.3 added - Arrangements for handling secure electronic materials. A new process included in Instructions for the Conduct of Exams by JCQ for electronic delivery of exam papers which MSfG would then have to print. - Section 9.2.2 added. – Teaching Assistants must now be accompanied at all times by an invigilator if facilitating an access arrangement.
5	November 2022	Appendix 10 added to reflect new JCQ regulations: the centre must have a clear and comprehensive whistleblowing policy for exams.
6	November 2023	Updated references to current JCQ documentation: Section 7.7. All invigilators and TA's providing access arrangements are trained by the Exams Manager each year Section 7.9. personal belongings are left in the dining hall Section 7.9. added Where a clash of exams involves a maths exam, the maths exam will be taken at the published time and any other subject moved Appendix 8 added Use of AI in work produced for assessments¹ Information for candidates Using Social Media and examinations/assessments ¹ AI Use in Assessments: Protecting the integrity of qualifications jcq 2023

¹ AI Use in Assessments: Protecting the integrity of qualifications jcq 2023

7	May 2024	Amendment to Appendix 8 Student Malpractice New Appendix 9 Action in case of cyber attack Amendment of section 7 of Appendix 10 contingency plan
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SECTION A: INTRODUCTION

1. Purpose of the policy

- 1.1. Mulberry School for Girls (MSfG) plans and manages all assessed aspects of qualifications so that they are conducted efficiently, in line with Joint Council for Qualifications² (JCQ) and awarding body requirements and in the best interest of candidates.
- 1.2. This policy includes and meets JCQ and awarding body requirements and sets out MSfG expectations and procedures, so that staff, students, parents and awarding bodies can have confidence in MSfG practice and all staff understand and can enact their responsibilities.

2. Scope of the policy

- 2.1. The policy applies to all assessed aspects of qualifications taken by students at MSfG, including examinations and non-examination assessments. Currently, these qualifications are GCSE, GCE and Cambridge Technicals.
- 2.2. The policy does not cover internal exams and assessments, although many of the same procedures are used to help build students' experience and confidence.

3. Principles underpinning the policy

- 3.1. The policy adheres to all JCQ requirements.
- 3.2. The policy upholds MSfG values and supports students in achieving their potential and gaining the qualifications they need for successful and challenging next steps. It meets the requirements of the Equality Act 2010.³
- 3.3. The policy has impact when implemented: all staff must read, understand and fulfil their responsibilities. Staff will receive appropriate support, updates and training.

4. Policy review

- 4.1. This policy is reviewed annually by the Local Governing Body of MSfG. The review takes account of the annual JCQ inspection report and all available awarding body feedback. Copies of these reports are held centrally with the policy.

5. Qualifications offered

- 5.1. MSfG currently offers GCSE qualifications at KS4 and GCE and Cambridge Technical qualifications at KS5. The curriculum, including the range of subjects and qualifications, is developed by the Senior Leader responsible for curriculum and the Subject Leaders. It is agreed annually by the Local Governing Body and published in MSfG's prospectus.
- 5.2. Decisions about specifications and awarding bodies are made by Subject Leaders in discussion with their line managers and the Senior Leader with responsibility for curriculum. This information is made available to students and parents via MSfG's website.
- 5.3. These qualifications include different modes of assessment, including written examinations, on-line examinations, and non-examination assessments, including practical assessments. All include an examined component.

² The Joint Council for Qualifications (JCQ) consists of AQA, City & Guilds, CCEA, Pearson, OCR, NCFE, SQA and WJEC, the eight largest providers of qualifications in the UK, offering GCSE, GCE, Scottish Higher, Entry Level, vocational and vocationally-related qualifications.

³ See also Mulberry School for Girls Equality Policy

SECTION B: PROCEDURES

6. Procedures for entry/withdrawal of candidates to qualifications, examinations and other assessed components.

6.1. Entries

- MSfG expects all students to be entered for examinations and assessments for which they have been prepared.
- The Exams Manager informs SLT and Subject Leaders of the deadlines associated with exam entry and withdrawal and informs them of the information required.
- If there has been a change of specification from the previous year, Subject Leaders must inform the Exams Manager when they submit estimated entries.
- Entries are submitted via the school's Management Information System. The Exams Manager submits the entries to awarding bodies. Changes may be made without charge up to the date when awarding bodies charge fees.
- All registration and exam entry fees for internal candidates are met by MSfG. Reimbursement will not be sought from candidates who fail to sit an exam or meet the necessary non-examination assessment requirements.
- Late entries are actioned only if authorised by Subject Leaders. Late entries fees are usually charged to department budgets.
- Departments are not charged for changes of tier, withdrawals made following the proper procedures or alterations arising from administrative processes, provided they are made within the time allowed by the awarding bodies.

6.2. Withdrawals

- The Data Manager informs the Exams Manager if a student is taken off roll.
- In exceptional circumstances, following discussion with student, parent/carer, subject leader, SENDCo, Head of Year and the Senior Leader responsible for exams, students may be withdrawn from a qualification. The Senior Leader makes the final decision and informs the Exams Manager.

7. Procedures relating to the conduct of external examinations⁴

7.1. Delivery of examination materials

- Examination materials are always addressed 'For the attention of the Exams Manager' and marked confidential material so they are quickly recognised.
- When parcels are delivered to Reception, staff sign for the parcel, log its receipt, and immediately ask the site supervisor to deliver it to the Exams Manager.
- If the Exams Manager is unavailable, reception staff contact the Exams Assistant who receives the parcel.

7.2. Storage and management of examination materials

- Materials are received in sealed boxes and plastic sealed envelopes and are stored in MSfG's exam safe. The exam safe is accessible only by the Head of Centre, Exams Manager and Exams Assistant.
- Immediately on receipt, the Exams Manager together with the Exams assistant checks the papers received against the delivery note and locks them in the exams safe.
- Using the windows in the packaging, the Exams Manager cross-references all exam materials received against the timetable and logs those received. Exam Materials are stored in timetable order in the exams safe.
- Exam materials are kept in the safe until the period immediately preceding the examination, as per JCQ procedures. On the day before any examination, exam materials are rechecked by the Exams Manager and the Exams Assistant so that the correct paper packets will be opened.
- Exam papers and awarding body stationery are taken out of secure storage within one hour of the stated examinations start time for exam room preparation.
- In accordance with JCQ regulations two invigilators check the day, date, time, subject, unit/component and tier of entry prior to opening exam paper packets and complete the appropriate log.

⁴ See JCQ Instructions for conducting examinations 1 September 2023 – August 2024

- A designated invigilator collects exam papers from the Exams Manager in the main exam hall for any students with access arrangements.
- Any exam papers that are taken from the main exam hall to other exam rooms are carried in an opaque envelope. Spare papers for exams that have already been taken are returned to the Exams Manager at the conclusion of the examination. They are not left in or returned to the exams safe.
- The Exams Manager informs the awarding body immediately if the security of the question papers or confidential supporting instructions are put at risk.
- After the examination, exam scripts are taken by an invigilator and/or the Exams Manager to the Exams Office. They are checked by the Exams Manager and prepared for dispatch.
- Exam papers and scripts are never left unattended.

7.3. Arrangements for handling secure electronic material

- This is a new process introduced by JCQ. If this process is used by the exam boards it would mean that hard copies of exam papers would not be delivered to MSfG. An electronic file would be accessed by the authorised person and the exam papers printed on site before being stored in the exam safe.
- The Head of Centre will authorise up to 6 members of staff to handle secure electronic materials.
- Secure email accounts will be provided to access secure material to authorised members of staff.
- The integrity and security of the electronic question papers will be maintained during the downloading, printing and collating process in accordance with JCQ instructions.

7.4. Dispatch of examination materials

- Prior to the start of each exam season, the Exams Manager liaises with Parcel Force to arrange exam parcel collection and informs reception staff of the collection window. Parcel Force collect parcels every weekday until the end of the exam season.
- Exam scripts are dispatched either on the same day as the exam or the following day.
- The Exams Manager takes packaged exam scripts that are ready for dispatch to Reception and leaves them for collection, with the dispatch log sheet. Reception staff inform the Exams Manager when Parcel Force are on site. If parcels are not ready for dispatch by the time Parcel Force arrives, they are left in the exams safe until the next day.
- If Parcel Force fails to collect for any reason, reception will notify the Exams Manager. Parcels will be stored in the exams safe overnight. Reception will notify the Exams Manager when Parcel Force arrive to collect the parcels next day.
- All collections are logged by the Exams Manager or Exams Assistant on the dispatch log. The Exams Manager keeps a record of all dispatches identified by their unique reference number.

7.5. Information to students, parents and staff

- All students sitting exams are given information about exam expectations, routines and malpractice⁵ through assemblies and written information prior to their Pre Public exams and prior to the Public exams. Pre Public exams reflect all procedures required in Public exams.
- Examination timetables and arrangements are distributed as follows:
- Individual timetable, with a copy of JCQ information for candidates documents, given to each candidate
- Full timetables (Y11 and sixth form) emailed to all staff and published on MSfG website;
- Candidates are informed that whatever the date of their last exam, they must remain available until a date to be notified by JCQ in case an awarding body needs to invoke its contingency plan and make use of this date.
- All JCQ guidance for candidates is available on MSfG's website.
- As soon as entries are submitted, the Exams Manager will make arrangements to resolve any clashes. Candidates affected by clashes will receive a letter to explain the resolution of the clash. They will be asked to sign a copy and bring it to the exams office to confirm that they have understood the clash arrangements.

7.6. Exam venues and environments

- MSfG uses the following internal spaces for exams:

⁵ See Appendix 8 for examples of candidate malpractice

- the Sports Hall
- the Main Hall
- Sports Science for access arrangements and additional rooms as/when needed
- On-screen exams take place in one or all of computer rooms T21, T22, T23
- The Exams Manager books all exam rooms through the cover manager and arranges for them to be set up by the Premises Team.
- The Exams Manager ensures all materials and equipment required are in the correct rooms. The IT Technician supports on-screen exams.
- Students are responsible for bringing in the necessary equipment for exams i.e. calculators, geometry sets, etc.

7.7. Invigilation - The invigilation team for each external exam includes at least:

- A Single Point of Contact (SPOC) invigilator for each exams venue, with the exception of some individual access arrangements (see Section g). The SPOC will keep their phone on silent during the exam so that they can contact or be contacted by the exams manager if necessary during the exam;
- one invigilator for each group of 30 candidates (or fewer) sitting timetabled written exams; or
- one invigilator for each group of 20 candidates taking on-screen tests, or timed Art examinations unless the awarding body has given permission to do otherwise;
- an additional invigilator to provide cover if needed. This is, however, dependent on the nature of the test and the layout of the room, further invigilators are used at the Exams Manager's discretion to ensure that all candidates are in view at all times.
- Invigilators are timetabled by the Exams Manager and deployed in each exam by the SPOC/Exams Assistant.
- Where an invigilator is acting as a practical support as part of one-to-one access arrangement, a "roving invigilator" as defined by JCQ is in place.
- External invigilators are used for all external written exams.
- External invigilators are also used, as above, for final pre public exams.
- access arrangements e.g. scribe, for pre public exams are met by teaching assistants.
- The Exams Manager, working with the Exams Managers in the other Trust schools, recruits the invigilation team each year. Invigilators are required to sign the conflict of interest declaration in Appendix 1.
- The HR Department ensures that recruitment is done in sufficient time to secure Disclosure and Barring Service (DBS) clearance. DBS fees for securing such clearance are paid by MSfG.
- All invigilators and Teaching Assistants providing access arrangements are trained by the Exams Manager each year.

7.8. Exam day routines

- Students assemble in the Dining Hall/Astroturf area by 8.45am for a morning exam and by 1:45pm for an afternoon exam. The form tutors register them, take the registers to Reception, who chase any absentees.
- The Exams Manager ensures necessary supervision for any candidates with exam clashes. Where candidates are taking two or more examinations in a session and the total time is three hours or less, any rest break is taken in the exam hall under exam conditions. Where exam clashes run over two sessions candidates are supervised throughout the day.

7.9. In the exam hall (including on-screen exams)

- Senior and middle leaders supervise students into the hall only. The Exams Manager, and the invigilation team, are responsible for students once they enter the hall. The Senior Leader responsible for exams will remain until the exam has started.
- JCQ regulations concerning the people present in the examinations room are included in Appendix 2.
Examination paperwork is completed in each exam room. This records invigilators, the exam paper opening log, registers of students present, seating plan, start time, access arrangements. This is held in the exams store after the exam.
- MSfG's published expectations for dress and behaviour apply in and around the exam hall (save when candidates leave the exam room to go to the toilet. In these circumstances the candidate must remove their blazer). Disruptive candidates will be dealt with in accordance with JCQ

guidelines. JCQ regulations concerning candidates' use of mobile phones and all electronic devices apply at all times.

- Candidates' personal belongings, including mobile phones/electronic equipment, are kept in their bags which, for the Sports Hall, are left in the dining hall. In smaller rooms students' bags are stored at the edge of the exam room with any phones turned off. Year 11 do not bring bags into the exam room. If they have a mobile phone it is switched off and handed to the invigilators for the duration of the exam.
- All watches and electronic equipment, including earbuds are handed to invigilators for the duration of the exam.
- Two invigilators check the day, date, time, subject, unit/component and tier of entry (if appropriate) immediately before the exam paper packet is opened and complete the appropriate log.
- An invigilator or the Exams Manager reads instructions about exam expectations to candidates at the start of each exam, including asking them to check the above information. Candidates are told when to complete the details on their answer booklets. The exam is formally started when the invigilator/Exams Manager announces that candidates may begin to write their answers.
- The date, subject, paper number and centre number are displayed on a visible screen/flipchart/whiteboard in accordance with JCQ regulations in all exam venues, together with the start and finish time and the finish time for any students with extra time.
- Invigilators are made aware of students with access arrangements, such as, extra time, supervised rest breaks or any medical needs. Candidates are required to remain in the exam room for the full length of the exam including any extra time.
- Exam papers may not be removed from the exam room during a session, and may not be read by teachers before the end of a session or within 24 hours of the exam. Papers are made available to Subject Leaders the next day.
- Candidates may only leave the exam hall for a genuine purpose with an immediate return. An invigilator accompanies them at all times.
- The Exams Manager advises on the order of papers for students with a clash. Where successive exams would exceed 3 hours, an earlier or later session may be used and the candidates are kept under supervision by an invigilator, without access to electronic devices/internet.
- Where a clash of exams involves a maths exam, the maths exam will be taken at the published time and any other subject moved.
- The SPOC stops the exam at the finish time and exam conditions are maintained as candidates' papers, question papers and any other materials are collected in. Candidates are dismissed by the SPOC and exam conditions are maintained until they are outside the room.
- Emergency evacuation procedures are available in each exam venue (see Appendix 3). In the case of an emergency, advice is sought from the relevant awarding body as soon as it is safe to do so.

7.10. Verifying candidates' identity

- MSfG students' identity documentation is checked on admission to MSfG, and full name and date of birth are recorded on the Management Information System.
- MSfG candidates are well known to senior MSfG staff who supervise students assembling for the exams, and who take the register immediately before an exam.

7.11. Candidates who arrive late

- A candidate who arrives after the start of the examination will usually be allowed to enter the examination room and to sit the examination, although this is at the discretion of the Head of Centre or Exams Manager.
- A candidate who arrives after the start of the examination will be allowed the full time for the examination, if MSfG's organisational and supervision arrangements permit.
- 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 last one hour or more, or, for examinations that last less than one hour, if they arrive after the awarding body's published finishing time or 30 minutes after the awarding body's published starting time, whichever is later.

- Where a candidate arrives “very late” for an examination, the Exams Manager dispatches the script in the normal way and submits a written report to the awarding body in line with JCQ requirements. The candidate is warned that the awarding body is unlikely to accept the work.

7.12. Applications for special consideration⁶

- Candidates may be eligible for special considerations if they are affected by adverse circumstances beyond their control. This applies to candidates who are present for the exam but disadvantaged, or who are absent for acceptable reasons.
- The circumstances where special consideration may apply form part of invigilators’ training and are explained to staff and students prior to the start of each exam season. Students and parents are informed that, if they think they may be eligible, it is their responsibility to alert the Exams Manager or SPOC.
- Applications must be supported by appropriate and up-to-date evidence. A candidate should bring any relevant evidence, for example a letter from their doctor, to the Exams Manager within three days of the exam.
- The Exams Manager submits the applications to the Awarding Body, within 7 days of the last exam in the subject.

7.132. Private candidates

MSfG does not accept private candidates.

8. Procedures relating to non-examination assessments and CTEC assignments

8.1. Ofqual refers to any GCSE/GCE assessment which is not an examination taken on the same day, at the same time, by all students as ‘non-examination assessment’ (NEA). At MSfG, this includes assessments such as: English language GCSE spoken language endorsement; modern foreign languages speaking assessments; science A level practical skills assessments; history A level coursework; drama performance assessments.

8.2. Assignments in Cambridge Technicals Qualifications adhere to the same procedures.

8.3. Managing NEAs

- Each subject with an NEA has a published guidance document that includes internal guidance, awarding body guidance and JCQ guidance. This includes arrangements for securing the correct level of control.
- The Exams Manager confirms to Subject Leaders the deadlines relating to their non-examination assessments and, later, the names of students whose work is required in the sample.
- Heads of department plan and arrange the assessments and ensure appropriate training for all staff involved and information for students⁷. They monitor the assessment processes and ensure all work is authenticated.
- In practical assessments, subject teachers and/or subject technicians are available for technical support.
- Students’ work for an NEA is stored securely in a locked cupboard/cabinet unless students are working on it or teachers are marking/moderating it. Non-examination assessments requiring high control and completed electronically are saved into a dedicated secure area on MSfG network.
- Where marking is internal, moderation processes involving all teachers who mark work are managed by the subject leader and outcomes are recorded. Subject Leaders submit marks online
- Samples for internally-marked NEAs are collated by the subject leader and dispatched by the Exams Manager, who also records what has been sent, when and to whom (see section 7.3).
- Subject Leaders also liaise with visiting moderators where relevant and are responsible for making the required work and assessment records available.
- Students’ work for externally marked NEAs and/or assessment record sheets are retained for a minimum of a full year.
- The risk management schedule for NEAs is included in Appendix 5.

8.4 Communication to students and parents

⁶ See JCQ’s *A guide to the special consideration process* (Sept 2023)

⁷ See JCQ *Information for candidates – non-examination assessments* Sept 2023-Aug 2024

8.4.1. Subject Leaders explain all procedures and expectations in relation to non-examination assessments to students. This includes talking through the JCQ guidance⁸ to candidates which is also available on MSfG's website.

8.4.2. Parents are informed of the assessments within each course through options booklets and course information. They are pointed to relevant JCQ guidance on MSfG's website through MSfG bulletin and information at parents' events.

8.5 Appeals against internal assessments

8.5.1 MSfG is committed to ensuring that staff mark candidates' non-examination assessments and assignments fairly, consistently and in accordance with the awarding body's specification and subject-specific requirements.

8.5.2 Candidates' work is marked by staff who have appropriate knowledge, understanding and skill, and who have been trained in this activity. Where a number of teachers are involved in marking candidates' work, internal moderations and standardisation ensures consistency of marking.

8.5.3 If a candidate believes that this may not have happened in relation to her work, she may make use of the appeals procedure in Appendix 6 and 7. The main points are:

- a. appeals will only be considered if they apply to the process leading to an assessment. There is no appeal against the mark or grade awarded;
- b. candidates may appeal if they feel their work has been assessed unfairly, inconsistently or not in accordance with the specification for the qualification;
- c. appeals should be made in writing to the Head of Centre (MSfG Principal) who will decide whether the assessment process met requirements;
- d. appeals should be made as early as possible and no later than two weeks before the last timetabled examination in the series;
- e. the Head of Centre's findings will be notified in writing to the candidate, copied to the Exams Manager and recorded for awarding body inspection.
- f. The full procedures is also available from the Exams Manager.

9. Procedures relating to access arrangements⁹

9.1 Assessment

9.1.1 As students embark on a course leading to a qualification, the SENDCo uses their knowledge of students' special educational needs and/or disabilities to identify students who may be eligible for access arrangements. They also invite subject and pastoral leaders to identify students.

9.1.2 The SENDCo compiles a list of students, their needs and supporting evidence for the qualified assessor.

9.1.3 Following assessment, the assessor confirms the students who should have access arrangements and the SENDCo submits the applications to the Awarding Body via the JCQ website and confirms the response.

9.1.4 A copy of applications, evidence of need, awarding body approval and signed data protection notice is held securely in individual files in the SENDCo's office.

9.1.5 The SENDCo confirms with students the access arrangements that have been approved for them and trains them in how to make effective use of this resource.

9.2 Implementing access arrangements

9.2.1. The SENDCo informs the Exams Manager of students entitled to access arrangements. Together they plan the provision and staffing needed in each exam. The arrangements for exams will always reflect students' subject specific "normal way of working".

9.2.2. The person facilitating an access arrangement e.g. language modifier, reader, scribe, must not normally be the student's own subject teacher or teaching assistant. Where a teacher or teaching assistant is used, an invigilator must also be present throughout.

⁸ See JCQ Information for candidates – non-examination assessments Sept 2023-Aug 2024

⁹ See JCQ Access arrangements and reasonable adjustments Sept 2023-Aug 2024

- 9.2.3. The SENDCo informs Subject Leaders of students entitled to access arrangements so that they can be applied to NEAs and online exams.
- 9.2.4. Subject Leaders inform the SENDCo of the dates for NEAs and online exams. The SENDCo supports, as necessary, with implementation of the arrangements.
- 9.2.5. The Exams Manager and the SENDCo schedule, as necessary, equipment (including laptops), rooms, staff providing practical support and invigilators to meet the access arrangements.
- 9.2.6. Candidates with access arrangements are identified on seating plans.

10. Procedures relating to results and post-results services

10.1 Results download

- The Exams Manager access the downloadable files from the awarding bodies, resolve any anomalies and produce statements of results for individual candidates.

10.2 Results day

- MSfG is open and staffed on results days for students to collect their results. They must attend in person. MSfG Do not release results to third parties.
- Candidates receive individual statements of results from MSfG staff. Candidates may arrange with the Exams Manager to collect them in person (and not to a third party) at a later time.
- Appropriate staff are available to support students with decisions about their next steps.

10.3.1 Posts results services

- a. Candidates are informed of these services in the letter detailing results day arrangements.
- b. Enquiries about results (EARs):
 - This is a request for a remark of a particular paper. EARs may be requested by Centre staff or candidates if there are reasonable grounds for believing there has been an error in marking.
 - If a mark is queried, the Exams Manager, teaching staff and Head of Centre will investigate the feasibility of requesting a re-mark at MSfG's expense. If a candidate requires a re-mark against the advice of MSfG staff, they can appeal against the decision using the procedure in Appendix 6 and paying the fee. Alternatively the candidate can pay for the re-mark.
 - A request for a re-mark must have the written consent of the candidate showing that she is aware that the mark achieved following a remark is final and the mark could go down as well as up.
 - A further appeal is possible using the procedure in Appendix 6, if the Head of Centre is satisfied with the outcome of the EAR but the candidate or their parents/carers are not. Appeals are made against the procedure not the outcome.
- c. Access to scripts:
 - i. After the release of results, candidates may ask subject staff to request the return of papers within three days' scrutiny of the results (not available for GCSE).
 - ii. Centre staff may also request scripts for investigation or for teaching purposes. The written consent of candidates must be obtained before the request is submitted.
 - iii. Re-marks cannot be applied for once a script has been returned.

10.4.1 Certificates

- Candidates are informed on results day of the arrangements for collecting certificates from MSfG.
- Certificates are presented or collected in person and signed for. The candidate must bring photo id with them when collecting certificates.
- Certificates may **not** be collected on behalf of a candidate by a third party.
- The Centre retains certificates for five years, after which time they are shredded.

11. Procedures relating to malpractice

- 11.1. Teaching staff, support staff and invigilators have a duty to report any incidents of malpractice within an exam or assessment procedures, by colleagues or students, to senior members of staff. Senior staff should report it to the Head of Centre/Exams Manager.
- 11.2. In accordance with JCQ regulations, MSfG will report any incident of malpractice immediately to the relevant awarding body.

- 11.3. Incidents of malpractice by candidates may result in disqualification of the candidate from the paper or assessment or possibly the whole qualification. Appendix 8 lists examples of candidate malpractice.
- 11.4. MSfG will investigate any incident of suspected malpractice in accordance with JCQ regulations¹⁰.

SECTION C: ROLES RESPONSIBILITIES AND TRAINING

12. The Head of Centre is responsible for:

- MSfG as an Examination Centre and its compliance with all JCQ/awarding body requirements relevant to the qualifications offered at MSfG;
- the implementation of this policy by all staff;
- keeping this policy up to date and ensuring its annual review;
- reporting all suspicions or actual incidents of malpractice.
- keeping abreast of updates and changes to JCQ requirements and ensuring that all staff are informed of these;
- with other senior staff, making decisions about withdrawing students from a qualification, exam or non-exam assessment and communicating this to the Exams Manager;
- managing any internal appeals for GCSE/GCE;
- advising on Enquiries About Results.

13. The Senior Leader responsible for exams is responsible for:

- ensuring that the Senior Leadership Team is fully informed of the implications of this policy for the day-to-day operation of MSfG;
- ensuring all staff are appropriately informed and trained for their roles within this policy;
- line managing the Exams Manager;
- quality assuring subject teams' approaches to planning and managing non-examination assessments, in line with JCQ requirements and awarding bodies' subject-specific instructions;
- monitoring the procedures in this policy and ensuring exams and non-exam assessments are run efficiently and in the best interest of students;
- mapping overall resource management requirements for non-examination assessments over the year and resolving:
 - clashes/problems over the timing or operation of non-examination assessments;
 - issues arising from the need for particular facilities (rooms, IT networks, time out of school etc.);
- ensuring that all staff have a calendar of assessment events;

14. The Exams Manager is responsible for:

- all aspects of public exams and non-exam assessment administration;
- communicating with awarding bodies and JCQ, in connection with registrations, entries, deadlines, submission of marks, claiming results, claiming certificates;
- advising the Head of Centre, Senior Leadership Team, subject teachers, tutors and relevant support staff on annual exam timetables, non-exam assessment deadlines and sample groups and the application of JCQ/awarding body procedures;
- producing and distributing to staff, governors and candidates an annual calendar for all exams taking place at MSfG and communicating regularly with staff concerning deadlines and events;
- ensuring that candidates and their parents are informed of, and understand, those aspects of the exam timetable and JCQ/awarding body procedures that will affect them;
- scheduling pre public exams around available spaces and liaising with the Premises Team about set-up requirements;
- organising the setup of the exam rooms to meet JCQ requirements and displaying regulatory and candidate information;

¹⁰ See JCQ Suspected Malpractice in Examinations and Assessments: Policies and Procedures

- receiving, checking, and securely storing all exam papers, other confidential material relating to assessments and completed scripts;
- with the SENDCo, administering and implementing Access Arrangements¹¹ and applying for special consideration¹² in accordance with JCQ requirements;
- identifying and managing exam timetable clashes;
- with the HR team, recruiting a team of external invigilators responsible for the conduct of exams;
- training, deploying and monitoring the invigilation team;
- ensuring the SPOC is aware of any necessary paperwork to be completed in the exam hall and notifies the Exams Manager of any other pertinent information relating to the conduct of the exam session;
- ensuring secure timely and recorded dispatch of examination scripts and non-exam assessment samples to awarding bodies;
- maintaining systems and processes to support the timely entry of candidates for exams and non-exam assessments;
- entering/registering candidates for qualifications and units, whether assessed by external exam, on-screen exam, non-exam assessment or assignment, before the deadline for final entries;
- assisting subject staff to submit candidates' non-examination assessment and assignment marks, and any other information required by the awarding bodies, correctly and on time.
- tracking return of non-examination assessment and assignment samples;
- arranging for dissemination of exam results and certificates to candidates and forwarding, in consultation with the SLT, any appeals/re-mark requests;
- keeping the Senior Leadership Team informed of developments in qualifications, assessments and JCQ requirements.

15. The SENDCo is responsible for:

- identifying, with input from subject and pastoral teams, candidates who may be eligible for Access Arrangements and arranging their assessment by a qualified assessor¹³;
- providing information on the level of support required for each subject
- preparing and storing the evidence that supports each application;
- submitting the applications, via the JCQ's Access Arrangements On-line system;
- informing Subject Leaders of students' agreed Access Arrangements and supporting them in implementing them in non-examination assessments;
- informing students of their access arrangements and preparing students to make effective use of them
- arranging for training, with the exams manager MSfG staff for their roles in Access Arrangements;
- with the Exams Manager, planning, implementing and monitoring individuals' Access Arrangements in accordance with JCQ requirements, to help candidates achieve their course aims.
- At the beginning of year 10 the SENDCo will notify the exams Manager of candidates with access arrangements. The SENDCo will update the Exams Manager if these needs change.

16. Senior leaders line managing subject areas are responsible for:

- supporting Subject Leaders in making entry decisions where alternatives are available;
- understanding the requirements of the awarding body's specification and being familiar with relevant teachers' guidance and any other subject-specific instructions
- discussing the timing of non-exam assessments with the subject leader, in the context of the whole-school schedule;

¹¹ See JCQ Access arrangements and reasonable adjustments Sept 2023-Aug 2024

¹² See JCQ's A guide to the special consideration process (Sept 2023)

¹³ See JCQ Access arrangements and reasonable adjustments Sept 2022-Aug 2023

- the safe and secure conduct of non-examination assessments within their areas and for ensuring all non-exam assessments comply with JCQ requirements and awarding bodies' subject-specific instructions.

17. Subject Leaders are responsible for:

- deciding on the awarding body, the specifications and the units for the qualifications offered in their subject and informing the Exams Manager of any changes;
- ensuring that individual teachers understand the requirements of the awarding body's specification and are familiar with relevant teachers' guidance and any other subject-specific instructions;
- decisions about entries where alternatives are available;
- accurate completion of entry and all other mark sheets and adhering to internal and external deadlines as set by the Exams Manager and awarding bodies;
- where appropriate, ensure new assessment tasks are developed, or sample awarding body assessment tasks are contextualised to meet local circumstances, in line with awarding body specifications and control requirements;
- ensuring that they, and all subject teachers, understand their responsibilities with regard to non-examination assessments, including producing a subject specific guide that all teaching/assessing team members sign;
- communicating with students and parents about expectations, routines and requirements relating to non-examination assessments;
- thorough and timely standardisation/moderation/internal verification of all internally-assessed components;
- submitting marks to the awarding body and keeping a record of the marks awarded.

18. Teachers are responsible for:

- forwarding qualification, exam, and assessment entry information to their subject leader;
- understanding and complying with the JCQ and awarding body requirements for their non-examination assessments as included in their subject team's guidance booklet;
- where relevant, obtaining confidential materials/tasks set by awarding bodies in sufficient time to prepare for the assessment(s) and ensuring that such materials are stored securely at all times;
- asking the SENDCo for any assistance required for the management of Access Arrangements;
- Informing the SENDCo of students who may require access arrangements
- supervising assessments, at the specified level of control, in accordance with JCQ/awarding body requirements, only providing assistance to students as the specification allows;
- ensuring that students and supervising teachers sign authentication forms on completion of an assessment;
- marking internally-assessed components using the mark schemes provided by the awarding body and participating in standardisation/moderation activities;
- retaining candidates' work securely between high-control assessment sessions and safely for all other assessments when the students' work is on MSfG site;
- post completion, retaining candidates' work securely until the closing date for enquiries about results; in the event that an enquiry is submitted, retaining candidates' work securely until the outcome of the enquiry and any subsequent appeal has been conveyed to the Centre.

19. Candidates are responsible for:

- adhering to JCQ exam requirements at all times and observing all rules that apply when in an exam hall or under other controlled conditions;
- understanding non-examination and assessment and CTEC assignment regulations and signing a declaration that authenticates their work as their own;
- reading and adhering to the exam timetable (and any timetable for non-examination assessments) and arriving for exams at least 15 minutes before the start time, or as directed;
- discussing any exam clashes with the Exams Manager;
- bringing the correct equipment for the exam. Invigilators will not provide any stationery that has been forgotten;

- being attentive during the exam and listening, with great care, to the invigilator's instructions before the start of an exam.

20. Training for these roles

- 20.1 MSfG is committed to ensuring all staff are kept up to date with requirements relating to exams and non-exam assessments for qualifications. The exams policy is presented to all staff annually, following its review. Before the start of each exam season, all staff are also informed of procedures surrounding external exams, with a particular focus on any procedures that have changed.
- 20.2 The senior leader with responsibility for exams, the Quality Nominee and the Exams Manager participate annually in relevant awarding body training, are part of awarding body networks for updates, and belong to local networks where available.
- 20.3 Procedures relating to exams and non-exam assessments for qualifications form part of the induction training for middle leaders and all middle leaders discuss them annually at a Leadership meeting. Middle leaders inform their teams of requirements and in particular give faculty time to discussing procedures for non-examination assessments.
- 20.4 The Exams Manager provides training for all new invigilators and annual update training for existing invigilators. A record of the content of this training and attendees is retained on file.
- 20.5 The Exams Manager provides training annually to all staff who are providing students' Access Arrangements. A record of the content of this training and attendees is retained on file.

SECTION D: DISTRIBUTION OF THIS POLICY

1. This policy is available to all staff on the staff shared network drive. All staff are asked to read it at the start of the academic year, via the Staff Handbook processes.
2. This policy is also available from MSfG's website (policy folder and exams folder).

Appendix 1 : Invigilator declaration – conflict of interest

At appointment, all invigilators will be required to sign the declaration below.

INVIGILATOR DECLARATION – CONFLICT OF INTEREST

I confirm that I have no conflict of interest that would prevent me from carrying out the role of invigilator in accordance with JCQ requirements.

I confirm that I am not related to current staff or students of Mulberry School for Girls.

Signed:

Name:

Date:

Appendix 2: People present in the examination room

Produced on behalf of AQA, CCEA, OCR, Pearson and WJEC

Notice to Centres

The people present in the examination room

The JCQ awarding bodies wish to provide further guidance and clarity on the role of centre staff in the examination room, other than exam officers and invigilators.

Section 17, of the *Instructions* provides clarity on who may be present in the examination room.

The head of centre has a duty to maintain the integrity of the examination and to ensure that fully trained invigilators are in place for examinations and on-screen tests.

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

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

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

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

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

Under no circumstances may members of centre staff:

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

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

Appendix 3: Emergency evacuation procedure

Emergency Evacuation Procedures for Exams

The fire alarm commences with three minutes of short pips.

- When the alarm is heard the SPOC should tell the candidates to stop writing and stand behind their chairs in silence as they are still under exam conditions.
- The time should be noted.
- If the alarm stops before the three minutes are up then the candidates should be told to sit down. The exam should then be restarted and any lost time added to the exam end time.
- After three minutes of short pips the alarm will turn into long pips. This is the signal to evacuate the building.

While waiting to see if the short pips turn into long pips

- The candidates should be reminded that they are still under exam conditions and will remain under exam conditions even if they have to evacuate.
- Under no circumstances should they:
 - talk to one another;
 - take their mobile phone or other electronic devices out of the hall with them;
 - use a mobile phone.
- Candidates should be reminded that a breach of regulations could mean disqualification from the exam.

If the examination room has to be evacuated

- Tell the candidates to remain calm, to leave their exam scripts and belongings and leave the exam hall by the nearest emergency exit in silence. Any further directions given by Fire Wardens should be followed.
- Each invigilator should leave with a group of no more than 30 candidates.
- Candidates should be taken to the courtyard just outside the sports hall avoiding the astroturf where the whole school gathers. This will ensure that they are isolated from the other classes/students. They should be lined up according to the exam taken.
- The SPOC should ensure that they take pens, the register, the attendance register, entry lists, seating plan, and toilet attendance sheet with them. A roll call should be taken once outside to ensure all candidates are present and accounted for. The Fire Marshall must be informed when the register is complete or that a candidate is not accounted for.
- The name/exam number of any candidate talking will be noted and they will be warned that the awarding body will be informed and they may be disqualified.
- The Fire Marshall will announce when it is safe to return to the exam room. Candidates will be brought back in an orderly manner.
- Once back in the exam room the time will be noted and the exam restarted. The end time of the exam will be amended accordingly.
- An Exam Incident Form will be completed and passed to the Exams Officer who will submit a Special Consideration application to the awarding body.

Appendix 4: Criteria used to award and allocate word processors in examinations

Guidelines and Procedure for Allocating Word Processors during Exams

1 Purpose

1.1 At Mulberry School for Girls, we recognise that for some candidates with specific learning difficulties or disabilities, a laptop (or other word processing device) may be the most appropriate method of organising and presenting their work.

1.2 We want to ensure that, in these situations, the relevant arrangements are being made and students practice under exam conditions prior to their formal examination.

2 Principles guiding this policy

2.1 The use of a laptop in an exam must reflect a candidate's normal way of working in her course at Mulberry School for Girls and must be appropriate to the candidate's needs. The candidate must be proficient in the use of a laptop. A laptop cannot be granted to a candidate solely because she prefers to type rather than write or can write faster on a keyboard.

2.2 Candidates who might benefit from such an arrangement can, for example, include those with a learning difficulty which has a substantial and long-term adverse effect on the ability to write legibly; a medical condition; a physical disability; a sensory impairment; illegible handwriting; planning and organisational problems when writing by hand.

2.3 The use of a laptop will be considered when a need has been established; its use is recommended by the Learning Support team; and appropriate training has been undertaken.

2.4 The Learning Support team need to be satisfied that a candidate's typing is efficient, accurate and of sufficient speed to be able to cope with the exam; a candidate has used a laptop as her routine way of working in the subject area; and has had sufficient practice in the use of it under exam conditions (e.g. using relevant templates, setting up the document, etc.).

2.5 Where the above requirements are not met, the use of a laptop will not be recommended.

2.6 In exams without a significant amount of writing or consisting of more simplistic answers which may be easier to handwrite, avoiding the need to switch between answer paper and laptop may be preferable for the candidate.

3 Procedures

3.1 During the interview for a course as well as during the enrolment process, students are given the opportunity to indicate any learning difficulties or disabilities they might have. These students are then contacted by Learning Support team for a more detailed assessment of their needs.

3.2 Students can also contact Learning Support directly – or they can talk to their course tutor who will arrange a referral to Learning Support. We recommend that an assessment takes place at the earliest opportunity.

3.3 Learning Support will, as and when appropriate, explore whether the use of a laptop should be recommended as a student's normal way of working.

3.4 Learning Support will then liaise with the relevant curriculum area (coordinators) and the course tutor to ensure that the normal way of working in class and during pre public exams reflects their recommendations.

3.5 Learning Support then confirm the use of a laptop with the exams office.

3.6 The course tutor ensures that during pre public exams, the way in which the laptop is used takes into account the relevant exam regulations (see section 4 below).

3.7 Learning Support periodically review the agreed arrangements and make adjustments as and when necessary.

3.8 Where, at a later stage, course tutors or support staff identify an as yet unrecorded need for the use of a laptop as a student's normal way of working, they will ensure that students are referred back for assessment and appropriate practice under exam conditions. Learning Support will update their records and inform the exams office accordingly.

3.9 Students using a laptop might have to sit their exams together with other students with a variety of access arrangements or with students for whom access arrangements do not apply.

4 Regulations for the use of a laptop (or other word processing device)

4.1 As the exams office might decide to arrange for separate accommodation for exam candidates using a laptop, numbers need to be confirmed at the earliest opportunity.

4.2 For national exams taking place in the summer, requests for access arrangements must be with the exams office by 1st March at the latest. Requests need to come via Learning Support. For other exams, the requests should be agreed at least six weeks before the first exam.

4.3 The Exams Office will provide a laptop on the day of the exam to ensure that only standard software is accessible.

4.4 Only the relevant software applications will be available; spell-check, grammar check and the thesaurus will not be available. It will not be connected to the intranet, internet or any other means of communication.

4.5 For the production of text, only "Notepad" (or "Wordpad" or an equivalent) will be allowed – no spell-check, grammar check or thesaurus. The exam office will send a leaflet with instructions to each candidate for whom the use of a laptop has been agreed.

4.6 The Exams Office will provide a USB stick which is clear of previous data. The candidate's work will need to be saved onto the USB stick and printed from it.

4.7 At the end of the examination the candidate will be taken to the exams office by the invigilator. Their work will be printed off and the hard copy authenticated by the candidate.

5 Limitations to the use of a laptop (or other word processing device)

5.1 The use of a laptop will not be agreed in cases where, for example, a particular exercise should not be done with computer assistance (maps, diagrams etc.); calculations are required without the assistance of computer functions, such as in maths.

Appendix 5: Non-Exam Assessment (NEA) Risk Management – 2022 - 2023

Risks	Possible remedial action		Staff
	Forward planning to reduce risk	Action if risk occurs	
Timetabling			
Non-examination assessment schedule clashes with other activities	Plan/establish priorities well ahead	Determine the priority of the clashing events and act accordingly Plan future dates in consultation with school calendar	Deputy Head
Too many non-examination assessments close together across GCSE subjects	Plan assessments so they are spaced over the duration of the course negotiating the most effective timing with subject leads	Space assessments to allow candidates time between them, as far as possible	Deputy Head
Disruption to usual timetable/rooming where non-examination assessment requires extended time	Plan ahead: discuss and arrange with cover supervisor	If issues on day, cover supervisor to address issues with SLT	HOD
Accommodation			
Insufficient space/facilities in classrooms for candidates	Once the size of the cohort is known at the start of the year, flag instances where regular classroom space may not be suitable to conduct non-examination assessments	Use more than one classroom or multiple sittings where necessary Make necessary arrangements with cover supervisor and AVP for key stage	HOD
Downloading awarding body set tasks			
IT system unavailable on day of assessment	Download tasks well ahead of scheduled assessment date in all cases	Consider rescheduling assessment Seek other source of tasks – AB/neighbouring centre	SLT/Exams Manager

Risks	Possible remedial action		Staff
	Forward planning to reduce risk	Action if risk occurs	
Teaching staff unable to access task details	Test secure access rights ahead of non-examination assessment schedule every year and every session	Ensure teaching staff have access rights for the correct area of awarding body secure extranet sites well ahead of the non-examination assessment schedule	Exams Manager
Loss of task details in transmission	Download tasks well ahead of scheduled assessment date	Contact awarding body and ask for replacement task; download again	Exams Manager
Control levels for task taking			
The assessment is undertaken under incorrect level of control (time, resources, supervision and collaboration)	Ensure all staff involved know what level is applicable and understand what is involved. Ensure all staff involved have read and understood the subject guidance booklet Discuss any changes/learning from previous year in team meeting Ensure that TAs supporting with access arrangements understand the impact of the control level on their role. Put up signs indicating high control so that other staff/students are aware	Seek guidance from the awarding body if there has been any breach	SL line manager
Supervision			

Teaching staff do not understand that the supervision of non-examination assessments is their responsibility	Ensure teaching staff fully understand the nature of non-examination assessment and their role in supervising assessments Schedule the supervising teachers to the groups in good time. Discuss potential issues with HoF As above, ensure teachers have read and understood guidance	Subject lead to seek support from SL Line Manager if ongoing concern	SLT
Risks	Possible remedial action		Staff
	Forward planning to reduce risk	Action if risk occurs	
A suitable supervisor has not been arranged for an assessment where teaching staff are not supervising	Arrange a suitable supervisor for any non-examination assessment session where a teacher is not supervising, in line with the awarding body's specification Discuss supervision need with HoF and SL line manager Ensure supervision for students working with TAs as a result of access arrangements	If no appropriate supervisor – seek immediate support from SLT	SLT
Student study diary/plan not provided or completed (*When required)	Ensure teaching staff are aware of the need for study diary/plans to be completed early in course	Ensure candidates start, continue and complete study diary/plans that are signed after every session	HODs
Absent candidates			
Candidates absent for all or part of assessment (various reasons)	Plan alternative session(s) for candidates	Arrange to replicate arrangements, in discussion with HoY Engage with attendance officer if absence ongoing	HODs
Task setting			

Teaching staff fail to correctly set tasks	Ensure teaching staff fully understand the task setting arrangements as defined in the awarding body's specification (whether AB or centre set) Read and discuss awarding body guidance SLT to review centre-written task	Seek advice from the awarding body as soon as problem is identified	HOD/SL Line Manager
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Risks	Possible remedial action		Staff
	Forward planning to reduce risk	Action if risk occurs	
Security of materials			
Assessment tasks not kept secure before assessment	Ensure teaching staff full understand the importance of task security All copies of tasks kept securely by Exam Manager/Subject Lead	If security breach, contact the awarding body to request/obtain different assessment tasks	SL Line Manager / HOD/ Exams Manager
Candidates' work not kept secure during or after assessment	Define the appropriate level of security, in line with the awarding body's requirements, for each departments as necessary Include levels of security required in subject guidance booklet Identify secure cabinet/cupboard in each subject area – only subject lead has key Students' work always in the hands of a teacher when taken out of the cupboard for continuation/marking/moderation	If breach, seek guidance from the awarding body	HOD/SL Line Manager
Insufficient or insecure storage space	Look at provision for suitable storage at the start of the GCSE course	Find alternative storage within the centre	Subject Lead
Deadlines			
Deadlines not met by candidates	Ensure all candidates are briefed on deadlines and the penalties for not meeting them Ensure parents are also aware of deadlines	Mark what candidates have produced by the deadline Seek guidance from awarding body on further action	Subject lead/markers

Risks	Possible remedial action		Staff
	Forward planning to reduce risk	Action if risk occurs	
Deadlines for marking and/or paperwork not met by teacher staff	Ensure teaching staff are given clear internal deadlines (prior to the awarding body deadline) to complete marking/paperwork Check that staff are making progress with marking in the run up to the deadline	Plan subject marking time as soon as possible so that missed deadline will not have impact on submission to AB	Subject Lead
Awarding body deadlines for submitting marks/samples not met	Publish clear internal deadlines for when marks/samples must be given to Exams Manager (Marks can then be processed and submitted ahead of awarding body deadlines) Plan assessment/marketing/moderation timing to that these deadline can be met Remind relevant staff of the deadlines two weeks before Subject Lead to alert SL Line Manager and Exams Manager if internal deadline may be missed. SL Line Manager to act to remove blocks	Contact awarding body to inform them as soon as it is known that deadline may be missed. Request extension if appropriate/possible Support subject team to complete marking and submit the marks/samples as close to the deadline as possible	Exams Manager SL Line Manager
Authentication			
Candidate fails to sign authentication form	Ensure all candidates have authentication forms to sign Ensure that the authentication form is securely attached to their work when it is completed and handed in for marking	Find candidate and ensure authentication form is signed	Subject Lead

Risks	Possible remedial action		Staff
	Forward planning to reduce risk	Action if risk occurs	
Teaching staff fail to complete authentication forms	Ensure teaching staff fully understand the importance of authentication forms and the requirement of a signature	Return the authentication form to the teacher for signature Ensure authentication forms are signed as work is marked Check paperwork is up to date before a member of staff leaves	HOD
Marking			
Teaching staff interpret marking descriptions incorrectly	Ensure appropriate training and practising of marking – including the standardisation activity Plan for sampling of making during the practice phase Plan robust moderation processes	Arrange for re-marking if inappropriate marking identified through sampling/moderation Consult the awarding body's specification for appropriate procedures	HOD in discussion with SL Line Manager
Centre does not run the standardisation activity as required by the awarding body	Plan against the awarding body's requirements for standardisation, i.e. when and how this activity must be conducted	Check with the awarding body whether a later standardisation event can be arranged	HOD SL Line Manager involved if there is an issue
Assessments have not been moderated in line with the awarding body's specification	Check specification and plan required moderation appropriately. Subject Lead to attend AB training if new to the specification Ensure adequate time for moderation and involve appropriate teachers If a department of one, or only one specialist, involve a teacher from another centre	Repeat the moderation exercise with additional teachers/subject leader from other centre if concern arises Seek guidance from awarding body if issues still evident	Subject Lead, SLT SLT

Appendix 6: Mulberry School for Girls Internal Appeals Procedure

This Internal Appeals Procedure covers GCE and GCSE non-examination assessments in accordance with JCQ instructions. Please see Appendix 7 for BTEC qualifications (when applicable)

A: Appeals against internally-assessed marks

1. MSfG is committed to ensuring that, where candidates' work is marked by staff, this is done fairly, consistently and in accordance with JCQ requirements and awarding body's specification and subject specific associated documents.
2. MSfG ensures that work produced by candidates is authenticated in line with awarding body requirements. Candidates' work is marked by staff who have appropriate knowledge, understanding and skill, and who have been trained in this activity. Where a number of teachers are involved in marking candidates' work, internal moderation and standardisation ensures consistency of marking.
3. If a candidate believes that this may not have happened in relation to her work, she may make use of this appeals procedure.
4. An appeal may only be made against the assessment process and not against the mark or grade awarded.
5. Appeals must be made in writing, using the internal appeals form attached, to the Head of Centre. They should be made as early as possible, and no later than 1 May. The appeal is logged as a complaint.
6. The Head of Centre will appoint a senior member of staff to conduct an investigation. She will not have had any involvement in the internal assessment process for that subject.
7. The purpose of the investigation is to decide whether the process used for the internal assessment conformed to the awarding body's specification and subject-specific associated documents.
8. The outcome of the investigation will be submitted to the Head of Centre. A written record will be kept and made available to the awarding body upon request. Should the investigation bring to light any irregularity in procedures, the awarding body will be informed.
9. The appellant will be informed in writing of the outcome of the appeal, including any relevant correspondence with the awarding body, and any changes made to internal assessment procedures.
10. After candidates' work has been internally assessed, it is moderated by the awarding body to ensure consistency in marking between centres. The moderation may lead to mark changes. This process is outside the control of MSfG and is not covered by this procedure.

B. Appeals against centre decisions not to support an enquiry about results

1. Following the issue of results, awarding bodies make post-results services available. Full details of these services, internal deadlines for requesting a service and fees charged are provided by the Exams Manager.
2. The service, Enquiries About Results (EARs), may be requested by centre staff or candidates (or their parents/carers). EAR service 3 is not available to individual candidates. If a query is raised about a particular examination result, the Exams Manager, teaching staff and the Principal will investigate the feasibility of requesting an enquiry at the centre's expense. When the centre does not uphold a request from a candidate, the candidate may pay the appropriate fee, and a request will be made to the awarding body on behalf of the candidate.

3. If the candidate (or their parent/carer) believes there are grounds to appeal against the centre's decision not to support an enquiry, an appeal can be submitted to the centre using the 'Internal Appeals Form' attached at least one week prior to the internal deadline for submitting an EAR.

C: Appeals following the outcome of an enquiry about results

1. Where the Head of Centre remains dissatisfied after receiving the outcome of an EAR, an appeal will be made to the awarding body, following the JCQ guidance¹⁴.
2. Where the Head of Centre is satisfied after receiving the outcome of an EAR, but the internal candidate and/or their parent/carer are not satisfied, they may make a further representation to the Head of Centre, using the Internal Appeals Form attached.
3. The Internal Appeals Form (attached) should be completed and submitted to the centre within 10 calendar days of the notification of the outcome of enquiry. Subject to the Head of Centre's decision, this will allow the centre to process the appeal and submit to the awarding body within the required 14 calendar days. Candidates or parents/carers are not permitted to make direct representations to an awarding body.
4. Awarding body fees which may be charged for the appeal must be paid by the appellant on submission of the internal appeals form. 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.

¹⁴ See JCQ *Post-results services* and *A Guide to the Awarding Bodies' Appeals Processes*

Internal Appeals Form

This form should be completed in all cases to lodge an appeal. Please tick to indicate what the appeal is against:

- ☐ Internally assessed marks
☐ The centre decision not to support an enquiry about results
☐ The outcome of an enquiry about results

Name of appellant		Candidate name if different to appellant	
Awarding body		Exam paper code	
Subject		Exam paper title	
Candidate Number			
Please state the grounds for your appeal below (continue overleaf if necessary):			
Appeal against internally assessed marks Appellant declaration By signing here, I confirm that I understand the purpose of the appeal will be to decide whether the process used for making the internal assessment conformed to the published requirements of the awarding body's specification and subject-specific associated documents. I also understand that the appeal may only be made against the assessment process not against the mark to be submitted by the centre to the awarding body for moderation Signature: _____ Date of signature: _____			
Appeal against the centre decision not to support an enquiry about results Appellant declaration By signing here, I confirm that I feel there are ground to appeal about the centre's decision. Signature: _____ Date of signature: _____			
Appeal against the outcome of an enquiry about results Appellant declaration By signing here, I confirm that I understand that the grounds for my appeal must relate to the awarding body's procedures or the application of the post-result procedures. I also understand that appeals to not involve further reviews of marking candidates' work. I also confirm that I will pay in advance any fees which may be charged by the awarding body for the appeal. I understand this fee will be refunded if the appeal is upheld. Signature: _____ Date of signature: _____			

The declaration against the relevant appeal must be signed and dated and this form returned to the Exams Manager, on behalf of the Head of Centre, to the timescale in the Internal Appeals Procedure.

Appendix 7: BTEC Internal Appeals procedure (when applicable)¹⁵

Appeals Procedures

- a) It is the responsibility of MSfG as an assessment centre, to make all students aware of the appeals procedure and give them access to a copy of the procedure.
- b) The Quality Nominee is responsible for managing the formal appeals process. If deemed necessary, a formal appeals panel should be set up comprising at least three people, where at least one member is independent of the assessment process.
- c) Written records of all appeals should be maintained by MSfG. These should include a description of the appeal, the outcome of the appeal and the reason for that outcome. A tracking document will be used to follow the course of an appeal, allowing it to be time tracked and verified at each stage.

Grounds for Appeal

- a) A student/candidate would have grounds for appeal against an assessment decision in the following situations. This list is selective and not exhaustive.
 - The work is not assessed according to the set criteria or the Criteria are ambiguous.
 - The final grade of the work does not match the criteria set for grade boundaries or the grade boundaries are not sufficiently defined.
 - The internal verification procedure does not match the criteria set for the grade boundaries or the grade boundaries are not sufficiently defined.
 - The internal verification procedure contradicts the assessment grades awarded.
 - There is evidence of preferential treatment towards other students/candidates.
 - The conduct of the assessment did not conform to the published requirements of the Awarding Body
 - Valid, agreed, extenuating circumstances were not taken into account at the time of assessment, which MSfG was aware of prior to the submission deadline.
 - Agreed deadlines were not observed by staff.
 - The current Assessment Plan was not adhered to.
 - The decision to reject coursework on the grounds of malpractice.

Formal appeal procedures

- If, after informal discussion with the Lead Internal Verifier (LIV), the candidate wishes to make a formal appeal, the candidate must ask the LIV, in writing, for a re-assessment. This must be done within 10 working days of receiving the original assessment result.
- The member of SLT responsible for Vocational Provision with the LIV, on receipt of the formal appeal from the candidate, will try to seek a solution to reach an agreement, the member of SLT responsible for Vocational Provision and the LIV will set a date for the Internal Verification Appeals Panel to meet.
- The Internal Verification Appeals Panel will normally meet within 2 weeks of the receipt of the appeal by the LIV, with re-assessment, if deemed necessary by the panel, taking place within 15 working days of the appeals panel meeting.
- The outcome of the appeal may be:
 - Confirmation of original decision;
 - A re-assessment by an independent assessor;
 - An opportunity to resubmit for assessment with a revised agreed timescale

¹⁵ Included in MSfG's BTEC Assessment, internal verification and malpractice policy

Appendix 8: Student Exam Malpractice

‘Malpractice’ is a failure to follow the rules of an examination or assessment. This includes any act, default or practice which is:

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

which:

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

Candidates must not become involved in any unfair or dishonest practice in any aspect of examinations, non-examination assessments or assignments that form part of the assessment for a qualification. Examples of this include:

- sitting an examination in the name of another candidate;
- having possession in the examination room of unauthorised materials such as phones, watches, notes, cases, leaflets, bags, stereos, iPods, MP3 players or pagers;
- talking or attempting to communicate with or disturb any other candidate once they have entered the exam room;
- failing to follow instructions issued by the Exams Manager or invigilators during the examination; disruptive behaviour in the examination room;
- failing to follow the conditions of supervision designed to maintain the security of the examination or assessment;
- allowing others to assist in the in the production of coursework or assisting other in the production of assessments/assignments/coursework;
- working collaboratively with other candidates to produce assessment/assignment/ coursework;¹⁶
- copying from another candidate or allowing own work to be copied;
- deliberate destruction of another candidate’s assessment/assignment/coursework;
- making a false declaration of authenticity in relation to the authorship of assessment/assignment/coursework or the contents of a portfolio;
- plagiarism: unacknowledged copying from published sources or incomplete referencing;

¹⁶ Information for candidates Using Social Media and examinations/assessments

- misusing examination and assessment materials and resources such as exemplar materials;
- being in possession of confidential material in advance of an examination; including offensive or obscene material in scripts, coursework or portfolios theft of another candidate's work.
- Use of AI in work produced for assessments¹⁷

Malpractice of this sort could lead to sanctions which range from warnings to loss of marks, loss of certification or disqualification of candidates breaching these conditions.

Any suspected instances of student malpractice must be reported immediately to Head of Centre for investigation.

Malpractice Prevention

Processes have been put in place to prevent and identify malpractice. This includes ensuring that all 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 2023-2024;
- Instructions for conducting examinations (ICE) 2023-2024;
- Instructions for conducting coursework 2023-2024;
- Instructions for conducting non-examination assessments 2023-2024;
- Access Arrangements and Reasonable Adjustments 2023-2024;
- A guide to the special consideration process 2023-2024;
- Suspected Malpractice: Policies and Procedures 2023- 2024;
- Plagiarism in Assessments; AI Use in Assessments: Protecting the Integrity of Qualifications;
- A guide to the awarding bodies' appeals processes 2023-2024

Information for candidates

Candidates are briefed at year group assemblies by the exams manager or Head of Year before every internal and external exam session.

Candidate information sheets are included with each candidate timetable for internal and external exams.

JCQ use of social media information sheet attached to individual candidate timetables

Artificial Intelligence in NEAs

Candidates must make sure that work submitted for assessment is their own. If they do use AI to produce their work, those parts must be identified by the Candidate.

If teachers have doubts about the authenticity of a candidates work which has been submitted for assessment, and/or the use of AI has not been properly acknowledged, they must investigate and take appropriate action.

To reduce the risk of plagiarism and inappropriate use of AI, prior to any assessment work, the teacher will:

- Explain the importance of candidates submitting their own independent work for assessments.
- Ensure that candidates are clear about how to reference the use of technology and websites appropriately.
- Ensure candidates are familiar with AI tools, their risks and the available AI detection tools.
- Ensure that, if necessary, they know how to disable access to AI/internet if they need to.

¹⁷ AI Use in Assessments: Protecting the Integrity of Qualifications JCQ 2023

- Reinforce to candidates the importance of their declaration when they confirm that the work they submit is their own and the consequences of a false declaration.
- Where appropriate, ensure that a sufficient proportion of the work is completed under direct supervision to allow the teacher to authenticate the student's work with confidence.
- Not accept, without further investigation, any work that they suspect may have been generated without proper acknowledgement

A range of approaches to review work are available such as comparing the assessment material with work previously created by the student and automated detection software. If the teacher suspects malpractice, they should consult the exams manager to see what action needs to be taken.h

Each year the exams manager will send all relevant information, such as JCQ, AI Use in Assessments: Protecting the integrity of qualifications to all staff and students as appropriate.

Appendix 9: Action in case of Cyber Attack

Action in case of Cyber Attack

In the event of an incident that may compromise any aspect of the delivery of exams the centre's response will depend on the nature of the cyber attack. However general actions that will be taken include:

- Contacting Risk Protection Arrangement (RPA) Cyber Emergency Assistance, the National Cyber Security Centre (NCSC), local police via Action Fraud, Local Authority and if appropriate, the Information Commissioner's Office.
- Contacting the awarding bodies to inform them of the incident and how it may compromise any aspect of the delivery of examinations, asking for advice.

If the cyber-attack incident happens during the exam season the use of computer technology is likely to be limited to the need to access awarding bodies' secure websites to send or receive information and the use of word processors by those students with the appropriate access arrangements.

In these cases

- The awarding bodies secure websites could still be accessed without using school computers, e.g. mobile phones or, if not compromised a computer at one of the other Mulberry Trust schools.
- Laptops used for exams do not have access to the internet and the software used for exams could be installed on any computer.
- Work on laptops is saved locally rather than on servers and is backed up automatically.
- If there is a loss of data or the centres servers cannot be used information required to run the exam may not be accessible. However paperwork such as entry lists and access arrangement lists are printed before the exam season so it still should still be possible to run the exams.
- Locally stored data is backed up on the local school servers.

Where data is unavailable from electronic storage the awarding bodies would be contacted for advice and alternative arrangements would be put in place.

Appendix 10: Contingency Plans in the Event of Widespread Disruption

This plan examines potential risks and issues that could cause disruption to the external examination procedures at MSfG. By outlining actions/procedures to be invoked in case of disruption, it is intended to mitigate the impact these disruptions have on the exam process and on students.

No	Potential causes	Criteria for implementation of the plan	Centre Actions
1	Exams Manager Extended absence at key points in the exam process.	Key tasks required in the management and administration of external exams and non-exam assessments 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 • invigilators/TAs not trained in implementation of Access Arrangements Entries • Awarding bodies not informed of estimated entries which prompts release of early information required by teaching staff • Candidates not being entered with awarding bodies for public exams/assessment • Awarding body entry deadlines missed or late or other penalty fees being incurred • Amendments and withdrawals not being actioned Pre-exams • Invigilators not recruited, trained or scheduled • Exam timetabling, rooming allocation, and invigilation scheduled not prepared • Candidates not briefed on exam timetables or requirements	- The Exams Assistant will be able to fulfil the operational procedures needed to manage external examinations effectively - Senior Leadership Team will identify a further member of staff to add capacity to the exams team if necessary - The Exams Manager has a timetable of dates and activities in the year (available on staff shared area). This indicates a member of staff who is familiar with and able to complete the activity if necessary - Advice and support for particular activities will be sought from the Exams Managers at other Mulberry Schools Trust (MST) schools

	Potential Disruption Causes	Criteria for implementation of the plan	Centre Actions
		- Room changes not arranged and alternative rooms not booked - Exam hall set-up schedule not produced for the site managing team - 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 - Laptops not prepared and put in place for students entitled to them - Required reports/requests not submitted to awarding bodies during exam/assessment periods e.g. very late arrival, suspected malpractice, special consideration - Candidates' scripts not dispatched as required to awarding bodies	
2	SENDCo extended absence at key points in the exam cycle.	Key tasks in the management and administration of Access Arrangements not undertaken including: Planning - Candidates not assessed to identify potential access arrangement requirements - Evidence of need and evidence of their normal way or working not collated Pre-exams - Form 8 not completed and ready for JCQ inspection - Application for Access Arrangements not submitted to Awarding Body via JCQ online system - Modified paper requirements not identified and/or not ordered in a timely manner.	SENDCo has a timetable of key dates and activities that are shared with the department. The acting SEN lead will collate evidence of the needs of students who may be eligible for access arrangements The Exams Manager will communicate with the qualified assessor and the awarding bodies and inform staff of those who have been awarded access arrangements

	Potential causes of disruption	Criteria for implementation of the plan	Centre Actions
3	Invigilators lack of appropriately trained invigilators or invigilator absence	• Failure to recruit and train sufficient invigilators to conduct exams • Invigilator shortage on peak exam days • Invigilator absence on the day of an exam	- The Exams Manager will review and, if necessary, recruit new invigilators in February each year. If recruitment seems to be difficult, Exams Manager to work in --Partnership with Exams Managers in other MST schools. - Invigilators will be trained as soon as they have DBS clearance. Where possible, more potential invigilators will be trained than needed to add capacity to the team in case of absence. - Agency invigilators will be used in cases of last minute absence.
4	Exam rooms lack of appropriate rooms or main venues unavailable at short notice	• Cover Manager unable to identify sufficient rooms during exam timetable planning • An unanticipated clash of demand on a room occurs • Main exam venues unavailable due to an unexpected incident at exam time	- Examinations are given priority for rooming. - Exams Manager in liaison with the cover manager will book rooms well in advance of exams and give SLT and faculty teams good notice of room changes. - Exams Manager ensures there are planned back up venues. Cover officer to support with last minute changes. For unexpected unavailability, SLT and Exams Manager to consider supervision of exam candidates and staggering the times of exams if insufficient or suitable rooms not available.

	Potential Causes of Disruption	Criteria for implementation of the plan	Centre Actions
5	Failure of IT systems	• MIS system failure at final entry deadline • MIS system failure during exam preparations • MIS system failure at results release time • Internet connection failure at results release time • Network unavailable for online exams	- Ensure exam entries are submitted well before the final deadline, to allow for any MIS failure to be rectified. - Preparation to be organised well in advance of exam season. - If MIS failure on results day, results will be downloaded from Awarding Bodies' websites. Statements of results will be printed from the websites to distribute to students. - To calculate the figure for TSLA/SLT, the results will be manually entered onto a spreadsheet and calculated. If there is a complete internet failure, the Exams Manager and the Data Manager to go to one of the other MST schools to download results as above. - If there is risk of missing an available window for an online exam, MSfG Exams Manager will arrange to take students to another MST school to sit the exam.
6	Disruption of teaching time MSfG or part of MSfG closed for an extended period	Centre closed or candidates unable to attend for an extended period during normal teaching or study support time, interrupting the provision of normal teaching and learning	- Head of Centre to communicate with parents, carers and students about the disruption to teaching time and arrangements to address this - Relocate as many lessons as possible to an alternative centre (currently being sought). - Prioritise candidates who will be facing examinations shortly. - Facilitate alternative methods of learning where possible, through web-based study and MSfG's Mulberry Learn - Communicate with the awarding bodies for advice on managing time that remains

	Potential causes of disruption	Criteria for implementation of the plan	Centre Actions
7	Candidates unable to take examinations because of a crisis – MSfG remains open	Candidates are unable to attend the examination centre to take exams as normal	- Head of Centre to communicate with awarding bodies at the outset to make them aware of the issue - SLT to communicate with parents, carers and students about the disruption to exams arrangements and plans to address this - Where the crisis prevents students getting to Mulberry School for Girls, in agreement with the relevant awarding organisations, candidates will sit their exams at an alternative site. This will primarily be Mulberry Shoreditch Academy or any other Mulberry Trust centre as appropriate. - Apply to awarding bodies for special consideration for candidates. - Offer candidates the opportunity to sit any examinations missed at the next available series.
8	Centre unable to open as normal during the exam period	Centre unable to open during the scheduled examination period	- Head of Centre to communicate with awarding bodies at the outset to make them aware of the issue - MSfG will open for Exams only if this is possible - If not possible, use the actions in 7 above – exams data is accessible remotely - If exam paper storage is not accessible, see 9 below

	Potential causes of disruption	Criteria for implementation of the plan	Centre Actions
9	Disruption of the distribution of exam papers	Exam papers do not reach MSfG in advance of the examination	- Exams Manager to contact the Awarding Bodies in good time to organise an alternative delivery of papers - Exams Manager to arrange for access to the exam papers on the day of the exam through the Awarding Body's secure website
10	Delay in normal collection arrangements for completed examination scripts	Delay in normal collection arrangements for completed examination scripts	- Exams Manager to contact Parcel Force to resolve the issue - Exams Manager to ensure secure storage of completed examination scripts until collection - If significant delay, and with the approval of the awarding body, Exams Manager to take script packages to a post office for despatch
11	Assessment evidence is not available to be marked	Large scale damage to or destruction of completed examination scripts/assessments evidence before it can be dispatched or marked	- Exams Manager to contact awarding bodies immediately for guidance - Senior Leader with responsibility for exams to open communication with Awarding Bodies to explore the possibility of awarding the candidates marks for the affected assessments based on other appropriate evidence of Candidate achievement

	Potential causes of disruption	Criteria for implementation of the plan	Centre Actions
12	Closure of schools and cancellation of examinations at a national level due to a pandemic.	- Schools are closed at a local or national level due to a pandemic - Public Examinations and/or Cambridge Technical Examinations are cancelled. - Alternate methods of assessment and grading are put in place.	- Teaching to continue through Mulberry Learn - SLT to follow guidance given by the government and JCQ to implement any alternate methods of assessment and grading. - A communication plan to be put in place to ensure • All relevant staff are apprised of what is required of them. • The new system is communicated to Candidates so they are certain of what is expected of them. • Candidates are given guidance and reassurance as necessary. • Parents are kept informed and reassured as necessary.
13	Closure of schools and disruption to the exams seasons at a national level due to a pandemic.	Public Examinations and/or Cambridge Technical Examinations go ahead in a modified form.	SLT to follow guidance given by the government and JCQ to conduct a modified exams season. The examination policy will be reviewed and modified as necessary by SLT and the Exams Manager to take account of the modified system of examinations. A communication plan to be put in place to ensure • All relevant staff are apprised of what is required of them. • The new system is communicated to Candidates so that they are certain of what is expected of them. • Candidates are given guidance and reassurance as necessary • Parents are kept informed and reassured as necessary. Where modified examinations take place the SENDco ensures that candidates with Access Arrangements still receive the support they are entitled to.

Appendix 11: MSfG Whistleblowing Policy

Introduction

Whistleblowing at MSfG is encouraged, not penalised, and staff are made aware that they have a duty to report any concerns they have about the conduct of examinations.

The head of centre and governing board at MSfG aim to create and maintain an approach to examinations that reflects an ethical culture, and encourages staff and students to be aware of and report practices that could compromise the integrity and security of examinations.

In compliance with section 5.11 of the JCQ's **General Regulations for Approved Centres**¹⁸, MSfG will:

- take all reasonable steps to prevent the occurrence of any malpractice (which includes maladministration) before, during and after assessments have taken place
- 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
- as required by an awarding body, gather evidence of any instances of alleged or suspected malpractice (which includes maladministration) in accordance with the JCQ publication **Suspected Malpractice: Policies and Procedures**¹⁹ and provide such information and advice as the awarding body may reasonably require

This policy requirement has been added within **General Regulations for Approved Centres** in response to the recommendations within the report of the *Independent Commission on Examination Malpractice*²⁰.

This policy sets out the whistleblowing procedures at MSfG. It has been produced by Dorothy Asare who is also a member of the senior leadership team and responsible for handling any cases of whistleblowing. She is fully aware of the contents of this policy and will escalate any instances of malpractice to the relevant awarding body/bodies.

This policy also sets out the principles which allow members of centre staff and students to feel confident in reporting instances of actual, alleged or suspected malpractice to relevant members of senior leadership.

Purpose of the policy

This policy:

- encourages individuals to raise concerns, which will be fully investigated by appropriately trained and experienced individuals
- identifies how to report concerns
- explains how such concerns will be investigated and sets expectations regarding the reporting of outcomes
- provides details of relevant bodies to whom concerns about wrongdoing can be reported, including awarding organisations and regulators
- includes a commitment to do everything reasonable to protect the reporter's identity, if requested
- sets out how those raising concerns will be supported.

This policy also details the steps that could be taken by an individual involved in the management, administration and/or conducting of examinations if MSfG fails to comply with its obligation to report any alleged, suspected or actual incidents of malpractice or maladministration.

The Whistleblower

A whistleblower is defined as a person who reports an actual or potential wrongdoing and is protected by the Public Interest Disclosure Act 1998, providing they are acting in the public interest.

¹⁸ Reference www.jcq.org.uk/exams-office/general-regulations/

¹⁹ Reference www.jcq.org.uk/exams-office/malpractice/

²⁰ Reference www.jcq.org.uk/examination-system/imc-home/

If the person raising the issue is a worker, this will be considered as whistleblowing. This includes agency staff and contractors.

Reporting

If a member of centre staff involved in the management, administration and/or conducting of examinations (such as exams officer, exams assistant or invigilator), a student or a member of the public (such as a parent/carer) has a concern or reason to believe that malpractice has or will occur in an examination or assessment, concerns should normally be raised initially with Dorothy Asare as she is a member of the senior leadership team with oversight of examination administration.

However, there may be times when it may be more appropriate to refer the issue direct to the governing board, most often when the allegation is against the head of centre.

Examples of malpractice

In addition to the centre wide Whistleblowing Policy, this exams-specific policy, includes reference to exams-related breaches including, but not limited to, the following:

- Failure to comply with exam regulations as set out by the Joint Council for Qualifications (JCQ) and its awarding bodies
- A security breach of the examination paper
- Conduct of centre staff which undermines the integrity of the examination
- Unfair treatment of candidates by either giving an advantage to a candidate/group of candidates (e.g. by permitting a candidate an access arrangement which is not supported by appropriate evidence), or disadvantaging candidates by not providing access to the appropriate conditions (providing a 'level playing field')
- Possible fraud and corruption (e.g. accessing the exam paper prior to the exam to aid teaching and learning)
- Abuse of authority (e.g. the head of centre/members of the senior leadership team overriding JCQ and awarding body regulations)
- Other conduct which may be interpreted as malpractice/maladministration

Whistleblowing procedure

If the individual does not feel safe raising the issue/reporting malpractice within the centre, or they have done so and are concerned that no action has been taken, that individual could consider making their disclosure²¹ to a malpractice expert at the awarding body for the qualification where malpractice is suspected.

For members of centre staff, it is likely that the Public Interest Disclosure Act (PIDA)²² offers you legal protection from being dismissed or penalised for raising certain serious concerns ('blowing the whistle').

Whistleblowing rights under PIDA are day one rights²³. This means that the worker does not need the same two years' service that is needed for other employment rights.

In order to investigate concerns effectively, the awarding body should be provided with as much information as possible/is relevant, which may include:

- The qualifications and subjects involved
- The centre involved
- The names of staff/candidates involved
- The regulations breached/specific nature of suspected malpractice
- When and where the suspected malpractice occurred
- Whether multiple examination series are affected
- If the issue has been reported to the centre and what the outcome was

²¹ Reference www.jcq.org.uk/exams-office/malpractice/public-interest-disclosure-act/

²² Reference **Public Interest Disclosure Act 1998** www.legislation.gov.uk/ukpga/1998/23/contents

²³ Reference <https://protect-advice.org.uk/pida/>

- How the issue became apparent

Members of the public are not protected by PIDA, but the awarding body will make every effort to protect their identity if that is what they wish, unless the awarding body is legally obliged to release it²⁴.

Alternatively, a worker could consider making a disclosure to Ofqual²⁵ as a prescribed body for whistleblowing to raise a concern about wrongdoing, risk or malpractice.

Anonymity

In some circumstances, the whistleblower might find it difficult to raise concerns with the nominated member of the senior leadership team. If a concern is raised anonymously, the issue may not be able to be taken further if insufficient information has been provided. In such instances, and if appropriate, the allegation may be disclosed to a union representative, who could then be required to report the concern without disclosing its source. Alternatively, whistleblowers or others with concerns about potential malpractice can report the matter direct to Ofqual, who is identified as a 'prescribed body'²⁶. Awarding organisations are not prescribed bodies under whistleblowing legislation; however, awarding organisation investigation teams do give those reporting concerns the opportunity for anonymity.

A whistleblower can give his/her name, but may also request confidentiality; the person receiving the information should make every effort to protect the identity of the whistleblower.

Students

Students at MSfG are made to feel comfortable discussing/reporting malpractice issues of which they are aware. The regulations surrounding their assessments, and wider academic integrity, will be reiterated to students who are undertaking, or who are about to undertake, their courses of study.

²⁴ Reference www.ocr.org.uk/administration/general-qualifications/assessment/malpractice/whistleblowing/

²⁵ Reference www.gov.uk/guidance/ofquals-whistleblowing-policy

²⁶ Reference www.gov.uk/government/publications/blowing-the-whistle-list-of-prescribed-people-and-bodies--2/whistleblowing-list-of-prescribed-people-and-bodies

Appendix

Guidance to inform and implement contingency planning

Ofqual

Joint contingency plan in the event of widespread disruption to the examination system in England, Wales and Northern Ireland

<https://www.gov.uk/government/publications/exam-system-contingency-plan-england-wales-and-northern-ireland>

JCQ

General regulations <http://www.jcq.org.uk/exams-office/general-regulations>

Guidance on alternative site arrangements <https://www.jcq.org.uk/exams-office/online-forms/guidancenotes-on-alternative-site-arrangements>

Instructions for conducting examinations <https://www.jcq.org.uk/exams-office/ice---instructions-forconducting-examinations>

JCQ access arrangements and guide to special consideration <https://www.jcq.org.uk/exams-office/accessarrangements-and-special-consideration/regulations-and-guidance/>

GOV.UK

Emergencies and severe weather: schools and early years settings <https://www.gov.uk/emergencies-and-severe-weather-schools-and-early-years-settings>

Teaching time lost due severe weather conditions
<https://www.gov.uk/government/publications/teachingtime-lost-due-to-severe-weather-conditions/teaching-time-lost-due-to-severe-weather-conditions>

Dispatch of exam scripts guide: Ensuring the service runs smoothly; Contingency planning
<https://dera.ioe.ac.uk/29042/1/Dispatch%20of%20exam%20scripts%20guide%20-%20GOV.UK.pdf>