Horizon Community College
Exam Policies, Plans and Procedures

This document includes:

Examination Policy
Examinations Contingency Plan
Plagiarism Policy
Appeals Against Internal Assessment of Work form External Qualifications
Nea Policy
Escalation Process
Recognition of Prior Learning Policy

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Ratified:
March 2023

EXAM POLICIES, PLANS AND PROCEDURES

C O N T E N T S

Section 1   Rationale

This policy should be read in conjunction with the Joint Council for Qualification's publications:

General and Vocational Qualifications, General Regulations for Approved Centres,
1 September 2023 to 31 August 2024
and
Instructions for Conducting Examinations 1 September 2023 to 31 August 2024 (ICE booklet)

Exam success is once again becoming the defining element within most Key Stage 4 qualifications. It is therefore essential that students are prepared for and supported throughout this process.

The purpose of this policy is to ensure that:

- the planning for, and management of, exams is conducted efficiently and in the best interest of students

- an efficient exam system is provided, with clear responsibilities and guidelines for all relevant staff

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

The policy is a working document and will be reviewed annually.

Section 2   Roles and Responsibilities

Head of Centre

The Principal retains overall responsibility for the College as an exam Centre.
However, oversight of policy and practice across the College on a day-to-day basis is delegated to the Associate Principal and the Assistant Principal for College Systems.

The Associate Principal is therefore responsible for:

- understanding the parameters of and any changes to School Performance Tables and the potential impact these may have on College results

- ensuring the JCQ external exam regulations are adhered to at all times

- exam strategy across the College, for calendaring internal exams during the academic year and for ensuring all exams are conducted efficiently and in the best interest of the students

- ensuring the JCQ external exam regulations are adhered to at all times

- analysing results and presenting a report to the Principal's Team/Governors as requested

The Data & Exams Officers

The Data & Exams Officers are responsible for managing the administration of both~~3~~ external and internal exams within College.

The Data & Exams Officers are therefore responsible for:

- advising about assessment arrangements in different subject areas, annual external exam timetables, application procedures (as set out by the various awarding bodies) and changes to JCQ exam regulations

- communicating regularly with Subject Leaders about exam board processes, practice and deadlines (including those of Non-Examined Assessments and Controlled Assessments/Coursework)

- supporting communication with students and their parents so that they are informed of and understand those aspects of the exam timetable that will affect them

- providing and confirming estimated entries to examination boards

- receiving, checking and storing securely all exam papers and completed scripts

- administering access arrangements and making applications for special consideration (in consultation with the Head of School), in consultation with the SENDCO and in accordance with JCQ regulations

- identifying, consulting on and managing exam timetable clashes

- submitting students' Non-Examined Assessment and/or Controlled Assessment/Coursework marks, and the dispatch of samples requested correctly and on schedule

- managing the organisation and conduct of both internal and external examinations across the College

- line managing the Senior Exam Invigilator(s) and advising on the recruitment, training and monitoring of a team of exams invigilators responsible for the conduct of exams in a specific room

- arranging the dissemination of exam results and certificates to students; forwarding, in consultation with the Associate Principal, any appeals/re-mark requests and liaising with students as appropriate

- maintaining systems and processes to support the timely entry of students for their exams

- accounting for income and expenditure relating to all exam costs/charges.

School Leadership Teams

School Leadership Teams are responsible for:

- understanding the potential impact of changes to the School Performance tables for their students and School

- liaising with the Associate Principal about exam strategy for their School and the calendaring of internal and external exams during the academic year

- communicating with parents as appropriate

- ensuring all exams (internal and external) relating to their School are planned for and conducted efficiently, in the best interest of the students and in line with JCQ regulations

- analysing results and presenting a report to the Principal's Team/Governors as requested.

Subject Leaders

Subject Leaders are responsible for:

- understanding the assessment arrangements for all courses run within their departments and liaising with the Associate Principal about potential changes

- consulting with the Associate Principal about potential withdrawals/changes to entry and informing the Data & Exams Officers once agreement is reached

- liaising with the Data & Exams Officers about all assessment/exam processes and procedures relating to their subject area, including Non-Examined Assessments and/or Controlled Assessments/Coursework

- ensuring all exams relating to their subject area are conducted efficiently, in the best interest of the students and in line with JCQ regulations

- analysing results and presenting a report to the Principal's Team as requested.

SEND Co-ordinator

The SEND Co-ordinator is responsible for ensuring appropriate access arrangements are sought and in place for identified students.

The SEND Co-ordinator is therefore responsible for:

- understanding and applying JCQ rules for Access Arrangements and Reasonable Adjustments

- liaising with Subject Leaders about the Access needs of students on the College SEND Register

- working with the agreed Special Teacher to assess individual student needs and submitting completed Access Arrangement applications to exam boards in due time (in conjunction with the Data & Exams Officers)

- informing the Data & Exams Officers about students who have agreed Access Arrangements, Reasonable Adjustments and ensuring appropriate (invigilation) arrangements are in place for them

- analysing SEND results and presenting a report to the Principal's Team

Senior Exam Invigilator(s)

Senior Exam Invigilator(s) are responsible for ensuring:

- all exam papers and other relevant materials are collected from the Exams Office before the start of each exam

- all exam rooms are set up and staffed in accordance with JCQ regulations

- the exam invigilation team understand their role and conduct exams efficiently and in the best interest of the students

- any concerns about student malpractice are reported to the Data & Exams Officers immediately

- any concerns about the exam invigilation team are reported to the Data & Exams Officers immediately

- all exam papers are collected in the correct order at the end of the exam and returned to the exams office

- all exam rooms are cleared and left tidy

Exam Invigilator(s)

Exam invigilators are responsible for ensuring:

- the exam room in which they are invigilating is set up and staffed in accordance with JCQ regulations

- they understand their role and conduct exams efficiently, in the best interest of the students and in line with JCQ regulations

- any concerns about student malpractice are reported to the Senior Exam Invigilator(s) immediately

- the exam papers are collected in the correct order at the end of the exam and returned to the exams office

- the exam room in which they are invigilating is cleared and left tidy

Section 3   Qualifications Offered

The qualifications offered at this Centre are decided by the Principal's Team in consultation with Subject Leaders.

Section 4   The Scheduling of Exams/Internal Assessments

Internal

exams/assessments:

- Internal assessment arrangements are scheduled in consultation with Subject Leaders

- Internal exams are scheduled across the year in consultation with Subject Leaders, School Teams and the Associate Principal

- GCSE Mock exams are scheduled in the Autumn and Spring terms of Year 11

External

exams:

- External exams are held in accordance with the national schedule, in the Summer Term of each academic year

- On-demand assessments can be requested and scheduled in consultation with the Associate Principal

Exam Invigilators will be used for non-examined assessments, mock exams and internal assessments scheduled outside normal lesson time.

Section 5   Entries, entry details and late entries

Subject Leaders are responsible for the exam entries/tiers of entry for their subject areas.

The Data & Exams Officers are responsible for advising subject areas about entry costs and late fees.

Section 6   Exam Fees

- Entry fees and exam fees are paid by the Centre

- Subject areas may be charged for late entry or amendment fees

- Reimbursement may be sought from students who fail to sit an exam or do not meet the necessary Non-Examined Assessments and/or Controlled Assessment/Coursework requirements without medical evidence or evidence of other mitigating circumstances

- Re-sit fees for former students are paid by the candidate

Section 7   Equality Act 2010

The Centre will meet the disability provisions laid out in the Equality Act 2010, ensuring that appropriate exam facilities are accessible for all students and that exams are conducted efficiently and in the best interest of the students. This is the responsibility of the Data & Exams Officers.

Section 8   Access Arrangements

Access arrangements are the responsibility of the SEND Co-ordinator and the Data & Exams Officers (see individual responsibilities).

Section 9   Private Candidates

The Centre only accepts entries from former students. Managing private candidates is the responsibility of the Data & Exams Officers.

Section 10 Recruiting Exam Invigilators

Exam Invigilators will be used for non-examined assessments, mock exams and internal assessments scheduled outside normal lesson time. The Data & Exams Officers and Assistant Principal College Systems are responsible for the recruitment and DBS clearance of exam invigilators. DBS fees for securing such clearance are paid by the Centre. This team are also responsible for ensuring invigilators receive appropriate initial training.

Invigilators are timetabled and briefed by the Data & Exams Officers.

Section 11 Conduct of Students

Students are expected to attend all exams on time and in full College uniform. Personal belongings remain their own responsibility and the Centre accepts no liability for their loss or damage.

Potential technological/web enabled sources of information such as:

- iPods

- iWatches

- mobile phones

- MP3/4 players and

- wrist watches which have a data storage device

are not permitted in the examination rooms. In addition to this, all wrist watches taken into an exam room must be placed on the desk for the duration of the exam.

Pastoral Teams are responsible for ensuring all students are present at the start of an exam and for dealing with students who are late to an exam.

The Data & Exams Officers are responsible for ensuring appropriate provision is made for students who have a clash of exams and for liaising with the Pastoral Teams as appropriate.

Students are expected to remain for the duration of the exam (any exceptions to this rule being agreed by the Data & Exams Officers in consultation with the Heads of Upper School and Associate Principal. They must behave appropriately at all times and in accordance with exam board/JCQ regulations. They may only leave the exam room for a genuine purpose and must be accompanied by a member of staff; they must return as soon as is possible.

In written exams, students must not write inappropriate, obscene or offensive material on the examination paper.

The Head of Centre is responsible for investigating suspected malpractice. The Centre will follow the JCQ Malpractice Guidance.

Should a student be absent from an exam, be ill before an exam, be taken ill during the exam itself or be otherwise disadvantaged or disturbed during an exam, then it is the student's responsibility to alert the Centre, the Data & Exams Officers or the exam invigilator to that effect. The student may wish to support any special consideration claim with appropriate evidence, for example by providing a letter from the student's doctor. The Data & Exams Officers will then forward a completed Special Consideration Form to the relevant awarding body within seven days of the exam.

Section 12 Emergency Evacuation during External Examinations

In the event of the need for an emergency evacuation during a scheduled external examination, students will follow the College's Emergency Fire Evacuation Procedure.

The Data & Exams Officers are responsible for reporting these instances to the relevant examination board.

Section 13 Results, enquiries about results (EARs) and access to scripts (ATS)

The College issues individual result slips to students on Results Day in August of each year. Students may choose to collect these in person, provide a stamped addressed envelope so they can be posted to the home address or have them collected on their behalf by a third party, provided they are authorised in writing by the candidate to do so.

The Data & Exams Officers are responsible for arranging Results Day, in conjunction with the Upper School Pastoral Team. The Head of Centre is responsible for ensuring the College is open on Results Day.

Review of Marking

Review of Marking can be requested by Subject Leaders if there are reasonable grounds for believing there has been an error in marking, after consultation with the Associate Principal. In such cases the re-mark is paid for by the Centre. The student's consent is required before any EAR is requested.

If a student or parent requests a Review of Marking and the Centre does not support this, the student may apply to have an enquiry carried out. If a student requires this against the advice of the College, they will be charged.

<u>ATS</u>

Subject Leaders may request scripts for teaching purposes after results have been released and by the deadlines specified by the Exam Boards (the consent of students must be obtained). Such requests must be agreed by the Associate Principal. GCSE re-marks cannot be applied for once a script has been returned.

Section 14 Certificates

Certificates are presented to students in the Autumn Term. After this presentation, certificates can be collected and signed for by students or collected on behalf of students by third parties, provided they have been authorised by the students to do so.

Section 15 Examinations Contingency Plan

C O N T E N T S

Purpose of the Plan

Further guidance to inform and implement contingency planning

Purpose of the Plan

This plan examines potential risks and issues that could cause disruption to the normal running of examinations.

Further guidance to inform and implement contingency planning

Management and administration of the exam process at Horizon Community College: by outlining actions/procedures to be followed in case of disruption it is intended to mitigate the impact these disruptions have on our exam process.

Risk Factor 1: Data & Exams Officers extended absence at key points in the examination cycle

The following are the key tasks involved in the management and administration of the examination cycle which would be at risk in the event of the Data & Exams Officers being absent:

Planning

- annual exams plan not produced identifying essential key tasks, key dates and deadlines

- sufficient invigilators not recruited and trained

Entries

- awarding bodies not being informed of early/estimated entries which prompts release of early information required by teaching staff

- candidates not being entered with awarding bodies for external exams/assessment awarding body entry deadlines missed or late or other penalty fees being incurred

Pre-exams

- exam timetabling, rooming allocation; and invigilation schedules not prepared

- candidates not briefed on exam timetables and awarding body information for candidates

- exam/assessment materials and candidates' work not stored under required secure conditions

- internal assessment marks and samples of candidates' work not submitted to awarding bodies/external moderators

Exam time

- exams/assessments not taken under the conditions prescribed by awarding bodies

- required reports/requests not submitted to awarding bodies during exam/assessment periods

- very late arrival, suspected malpractice, special consideration

- candidates' scripts not dispatched as required to awarding bodies

Results and post-results

- access to examination results affecting the distribution of results to candidates

- the facilitation of the post-results services

Recommended Actions:

- **The Assistant Principal - College Systems can provide support**

- **The Centre Support Service of the Examination Officers Association can be contacted for advice**

- **Examination Board helplines can be contacted for advice**

- **The Exams Office section of the Joint Council for Qualifications website can be referred to**

Risk Factor 2: SENDCo extended absence at key points in the exam cycle

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

Planning

- candidates not tested/assessed to identify potential access arrangement requirements

- evidence of need and evidence to support normal way of working not collated

Pre-exams

- approval for access arrangements not applied for to the awarding body

- modified paper requirements not identified in a timely manner to enable ordering to meet external deadline

- staff providing support to access arrangement candidates not allocated and trained

Exam time

- access arrangement candidate support not arranged for exam rooms

Recommended Actions:

- **The Assistant SENDCo will provide support**

- **The Assistant SENDCo will identify any candidates not yet approved by Awarding Bodies and complete**

- **Data & Exams Officers will identify any shortfalls in Invigilation requirements and ensure that gaps are filled**

- **Once gaps are filled, Data & Exams Officers will arrange suitable rooms**

Risk Factor 3: Teaching staff extended absence at key points in the exam cycle

Key tasks not undertaken including:

- Early/estimated entry information not provided to the Data & Exams Officers on time; resulting in pre-release information not being received

- Final entry information not provided to the Data & Exams Officers on time, resulting in:

  - candidates not being entered for exams/assessments or being entered late

  - late or other penalty fees being charged by awarding bodies

- Internal assessment marks and candidates' work not provided to meet submission deadlines

Recommended Actions:

- **Subject Leader to ensure Data & Exams Officers are provided with details of Estimated/Final entries**

- **Subject Leader to ensure Data & Exams Officers are provided with Estimated Grades/Coursework Marks and that Coursework samples are transmitted to Moderators**

Risk Factor 4: 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

Recommended Actions:

- **Data & Exams Officers to maintain a pool of suitable Invigilators who can be called upon in the event of a shortfall**

- **Conduct a review of available invigilators and their availability for the next exams series**

- **Identify where invigilators may be short**

- **Request permission to recruit additional invigilators**

<u>Risk Factor 5</u>. **Disruption to Public Transport preventing students from reaching the Centre**

- Candidates unable to take examinations due to planned lack of public transport

- Candidates unable to take examinations due to sudden disruption to public transport

- Candidates arrive late due to public transport problems.

Recommended Actions:

- **Monitor news agencies on a regular basis to identify any potential transportation difficulties**

- **Centre to liaise with candidates to identify whether the examination can be sat at an alternative venue in agreement with the relevant awarding organisations**

- **Centres to offer candidates an opportunity to sit any examinations missed at the next available series**

- **Centres to apply to awarding organisations for special consideration for candidates where they have met the minimum requirements**

- **Latecomers to be permitted to take their examinations providing they are within the JCQ regulations**

<u>Risk Factor 6</u>: **Candidates unable to take examinations because of a crisis – centre open**

- Candidates are unable to attend the examination centre to take examinations as normal

Recommended Actions:

- **Centre to liaise with candidates to identify whether the examination can be sat at an alternative venue in agreement with the relevant awarding organisations**

- **Centres to offer candidates an opportunity to sit any examinations missed at the next available series**

- **Centres to apply to awarding organisations for special consideration for candidates where they have met the minimum requirements**

- **JCQ guidance on special consideration can be accessed through the JCQ website**

Risk Factor 7: Centre unable to open as normal during the exams period

- Centre closed or candidates are unable to attend for an extended period

- The provision of normal teaching and learning is interrupted

- Centre closed due to inaccessibility or risk of injury caused by severe weather

Recommended Actions:

- **It remains the responsibility of centres to prepare students, as usual, for examinations**

- **In the event that the Head of Centre decides the centre cannot be opened for scheduled examinations, the relevant awarding body must be informed as soon as possible**

- **Awarding bodies will be able to offer advice regarding the alternative arrangements for conducting examinations that may be available and the options for candidates who have not been able to take scheduled examinations**

- **The centres to open for examinations and examination candidates only, if possible**

- **Alternative centres should be considered in the event that candidates cannot come to school**

- **Centres may advise candidates to sit examinations in an alternative series**

- **Special Consideration can be requested where candidates are unable to achieve a result due to one of the above factors**

Risk Factor 8: Failure of IT systems

- System failure at final entry deadline

- System failure during exams preparation

- System failure at results release time

Recommended Actions:

- **Awarding bodies to be informed of the situation and an extension to the deadline should be requested**

- **The ICT team on standby to repair damage quickly**

- **Special Consideration can be applied for in the event of a serious disruption**

- **Results can be obtained at an alternative site**

Risk Factor 9: **Lack of appropriate rooms or main venues unavailable at short notice**

- Data & Exams Officers unable to identify sufficient/appropriate rooms during exams timetable planning

- Insufficient rooms available on peak exam days

- Main exam venues unavailable due to an expected incident at exam time

Recommended Actions:

- **Cover Manager to provide a list of suitable rooms including reserves**

- **Move pupils from normal classrooms for the duration of the examinations**

- **Plan alternative accommodation for the duration of an incident**

Risk Factor 10. **Disruption to the distribution of examination papers**

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

Recommended Actions:

- **Awarding organisations to provide centres with electronic access to examination papers via a secure external network**

- **Awarding organisations may be able to fax examination papers to centres if electronic transfer is not possible**

- **The Data & Exams Officers would need to ensure that copies are received, made and stored under secure conditions**

Risk Factor 11: Disruption to the transportation of completed examination scripts

- Delay in normal collection arrangements for completed examination scripts

Recommended Actions:

- **In the first instance centres to seek advice from awarding organisations and normal collection agency regarding collection**

- **Centres are not to make their own arrangements for transportation without approval from awarding organisations**

- **Centres to ensure secure storage of completed examination papers until collection**

Risk Factor 12: Assessment evidence is not available to be marked

- Large scale damage to or destruction of completed examination scripts/assessment evidence before it can be marked

Recommended Actions:

- **Awarding organisations to generate candidate marks for affected assessments based on other appropriate evidence of candidate achievement as defined by the awarding organisations**

Risk Factor 13: Centre unable to distribute results as normal

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

Recommended Actions:

- **Centre to make arrangements to access its results at an alternative site**

- **Centre to make arrangements to coordinate access to post-results services from an alternative site**

- **Centre to share facilities with other centres if this is possible**.

Further guidance to inform and implement contingency planning

General contingency guidance

- [Emergency planning and response](#) from the Department for Education in England

- [Opening and closing local-authority-maintained schools](#) from the Department for Education in England

- [Procedures for handling bomb threats](#) from the National Counter Terrorism Security Office.

JCQ

Guidance on *alternative site arrangements* https://www.jcq.org.uk/exams-office/online-forms/guidance-notes-on-alternative-site-arrangements/

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

Guidance on *access arrangements and special consideration https://www.jcq.org.uk/exams-office/access-arrangements-and-special-consideration/*

Useful information

AQA http://www.aqa.org.uk/
Edexcel http://www.edexcel.com/Pages/home.aspx
OCR http://www.ocr.org.uk/
WJEC http://www.wjec.co.uk/

JCQ http://www.jcq.org.uk/homepage.cfm

Section 16 Plagiarism Policy & Use of Artificial Intelligence

Students are made aware of the existence of this policy and have access to it:

- On paper from the Exams Office

- Electronically on the Student Hub

All teachers teaching at Horizon Community College are made aware of the contents and purpose of this policy. This policy is reviewed annually and may be revised in response to feedback from students, tutors, and external organisations.

A fair assessment of a student's work can only be made if that work is entirely the students own. Therefore, students may be disqualified from their assessments if:

- They are found guilty of copying, giving or sharing information or answers, unless part of a joint project

- They use an unauthorised aid during a test or examination

- They copy another student's answer during a test or examination

- They talk during a test or examination

- They give test information to students who have not yet taken the test.

Where a teacher suspects cheating or plagiarism, they must alert the Data & Exams Officers who will assess the situation with the Associate Principal.

If it is considered to be an infringement, the college will follow the JCQ Guidance for Malpractice.

Use of Artificial Intelligence (AI) in Assessments

Using AI, for example, ChatGPT to generate or modify content to evade plagiarism detection is deemed as malpractice.

Examples of AI misuse include:

- copying or paraphrasing sections of AI-generated content so that the work is no longer the student's own

- copying or paraphrasing whole responses of AI-generated content

- using AI to complete parts of an assessment so that the work does not reflect the student's own work, analysis, evaluation, or calculations

- failing to acknowledge and reference the use of AI tools when they have been used as a source of information

- submitting work with intentionally incomplete or misleading references or bibliographies

Work submitted for assessment must be the student's own efforts and must be their own work. Students must ensure that all submitted work is their own and valid for assessment purposes.

If any sections of learner's work are reproduced directly from AI generated responses, those elements must be identified by the learner, and they must understand that this does not allow them to demonstrate that they have independently met the marking criteria and therefore will not be rewarded.

Teachers and assessors must only accept work for assessment which they consider to be the students' own and where teachers have doubts about the authenticity of student work submitted for assessment (for example, they suspect that parts of it have been generated by AI, but this has not been acknowledged), they must investigate and take appropriate action.

Section 17 Appeals Against Internal Assessment of Work for External Qualifications

Horizon Community College is committed to ensuring that whenever its staff members assess students' work for external qualification this is done fairly, consistently and in accordance with the specification for the qualification concerned. Assessments are conducted by staff who have appropriate knowledge, understanding and skills, and who have been trained in this activity. The school is committed to ensuring that assessment evidence provided by candidates is produced and authenticated according to the requirements of the relevant specifications for each subject. Where a set of work is divided between staff, internal moderation and standardisation will ensure consistency.

If a student feels that this may not have happened in relation to his/her work, s/he may make use of this appeals procedure. Note that appeals may only be made against the process that led to the assessment and not against the mark or grade submitted by the school for moderation by the awarding body.

This procedure is available from the Data & Exams Officers.

1   Appeals should be made as early as possible and at least two weeks before the end of the last externally assessed paper in the examination series (eg the last GCSE written paper in the June GCSE exam series).

2   Appeals should be made in writing by the candidate's parent/carer to the Data & Exams Officers, who will investigate the appeal with at least two other members of staff who have not been involved in the internal assessment decision. If the Data & Exams Officers are not able to conduct the investigation for some other reason, the Principal will appoint another member of staff of similar or greater seniority to conduct the investigation.

3   The purpose of the appeal will be to decide whether the process used for the internal assessment conformed to the published requirements of the awarding body and the examinations code of practice of the QCA.

4   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 the procedure relating to internal assessment.

5   The outcome of the appeal will be made known to the Principal and will be logged as a complaint. A written record will be kept and made available to the awarding body upon request. Should the appeal bring any significant irregularity to light, the awarding body will be informed.

After work has been assessed internally, it is moderated by the awarding body to ensure consistency between centres. Such moderation frequently changes the marks awarded for internally assessed work. That is outside the control of the college and is not covered by this procedure. If you have concerns about it, please ask the Data & Exams Officers for a copy of the appeals procedure of the relevant awarding body.

APPEALS AGAINST EXTERNAL ASSESSMENT MARKS

Where a candidate is unhappy with the mark awarded for a particular exam unit (eg written exam, coursework, practical assessment, etc), a clerical check or review of result may be requested via the Exams Office. The candidate will be required to acknowledge that his/her grade may be confirmed, raised or lowered and will be responsible for paying the relevant fee at the time of the request. The decision as to whether to support such an enquiry will be made by the school on the basis of several factors, including knowledge of the exam system and professional judgement. Should Horizon Community College not support the students request for a review of marking, the student can still request one through the Exams Office, but this will be payable by the candidate. Should the candidate not agree with this, they would need to follow the standard route of appeal.

Section 18 NEA Policy

Non-examination Assessments and Coursework/Controlled Assessment Policy

Subject Leader

The Subject Leader is responsible for ensuring that:

- The assessment procedures, as outlined in the department policy and in the regulations published by the relevant examination boards, are properly implemented in practice

- The workload of staff and students is a primary consideration and catered for in the planning, scheduling and assessment of Non-examination assessments and Coursework/Controlled Assessments

- Deadlines are clear, agreed with all teachers in the department, realistic, published (where possible) for students and their Parent(s)/Carer(s) and shared with all relevant parties, e.g. Heads of Upper School, Form Teachers, etc.

- All teacher feedback, throughout preparation, will refer to mark schemes and criteria

- All staff in the department follow the procedures for subject teachers as outlined

- In the event of student absence the Subject Leader should arrange time and rooming etc. for the student to take the controlled assessment. In the case of extended absence the Data & Exams Officers should be consulted.

Subject Teacher

While the Subject Leader has overall responsibility, each teacher is responsible for the implementation of both internal and external assessment procedures relevant to the classes allocated to his/her timetable each year. Each teacher is responsible for implementing the departmental procedures for setting and managing Non-examination assessments and Coursework/Controlled Assessment Policy.

Managing Coursework

- Ensure students are fully aware of the Non-examination assessments and Coursework/Controlled Assessment task requirements

- Ensure that students are fully aware of the Non-examination assessments and Coursework/Controlled Assessment task deadlines and the procedures for marking, standardisation and moderation which will be carried out in school

- Provide standardised examples work from previous years or from examination board exemplars, where appropriate

- Make students aware of the Internal Appeals Procedure and the regulations concerning appropriate conduct

Departmental Marking of Coursework

- Mark all Non-examination assessments and Coursework/Controlled Assessment within the timeframe agreed within the department

- Throughout, the teacher should provide and retain written feedback on progress and standard to date. Such feedback will be used as part of the appeals procedure where it is requested by the student or his Parent(s)/Carer(s)

- Provide the Subject Leader with the Non-examination assessments and Coursework/Controlled Assessment marks and samples within the agreed timeframe

- The Subject Leader will retain a copy of all student marks and make these available to the Data & Exams Officers

- Attend standardisation and moderation meetings as required by the Subject Leaders and carry out all agreed adjustments to Coursework/Controlled Assessment marks

- The final raw mark for the Non-examination assessments and Coursework/Controlled Assessment may be provided to students so that they can make sensible decisions about resits. This should preferably be done after the internal moderation and standardisation procedures

- Annotate final Non-examination assessments and Coursework/Controlled Assessment according to examination board guidelines to highlight how marks have been achieved. This will be important if the work is examined within either the Internal Appeals Procedure or any subsequent procedure carried out by the examination board

Non-examination assessments and Coursework/Controlled Assessment Policy deadlines:

- All Non-examination assessments and Coursework/Controlled Assessment should be

handed in before or on the submission date; those students who fail to meet this date should not normally have work accepted. The student is given either a mark for any incomplete work submitted or a zero mark if no work is submitted

- In determining deadline dates, the Subject Leader will consult with the teachers in his/her department and leave sufficient time for the marking, internal moderation, standardisation and administration

- If a student fails to meet set deadlines their teacher should make sure that the student has no valid reason for this failure: any reason given should be discussed with the Subject Leader before giving any deadline extensions. If there is no satisfactory reason for failure to meet the deadline then:

  - The teacher will inform Associate Principal, Heads of Upper School and the Subject Leader and Parent(s)/Carer(s) will be contacted

Disciplinary Procedures for Academic Misconduct

- **Academic misconduct** is defined as any attempt by students to gain an unfair advantage in assessments. An allegation of academic misconduct may be made by a member of staff against a student.

Academic misconduct may include though not be limited to:

- **Plagiarism** - Plagiarism is using others' ideas and words without clearly acknowledging the source of that information

- **Falsifying** or fabricating data - Falsification or fabrication of data consists of the misrepresentation of the results of experimental work or the presentation of fictitious results

- **Collusion** - Collusion involves two or more students working together, without the prior authorisation of the subject teacher, to produce the same piece of work, and then attempting to present this as entirely their own work

- **Copying** - Copying is when one student copies work from another student, with or without the knowledge of the first student

- **Personation** - Personation involves one person undertaking an assessment on behalf of another. This may involve the purchase of assessment material or downloading it from a website and then attempting to present this as entirely their own work

- **Any other wilful deception** in any element of an assessment

- **A student who aids and abets** a fellow student to commit academic misconduct shall be deemed to have committed academic misconduct and will be dealt with accordingly.

When a case of suspected academic misconduct has been identified:

- The teacher involved will collect the evidence and bring the matter to the attention of the Subject Leader.

- If, as a result of an investigation, the Associate Principal and the Subject Leader are satisfied that no academic misconduct has taken place, no further action will be taken against the student and the student and the subject teacher will be informed as soon as possible

- Where the student admits to the academic misconduct, the Associate Principal will agree an appropriate response, taking account of the extent of the misconduct, whether wilful deception was involved and the extent to which the assessment would have contributed to the final award

Ownership of Coursework

- Ownership of coursework is passed to the school on submission by the student and then becomes examination material which the school holds securely until it has no further value as examination material

- The ownership and copyright of coursework assignments are retained by school

- Any sample of coursework sent to an examination board becomes the property of the board and they may decide to use the material for training purposes

- Students should retain a copy of their work, as the original work will not be returned

- Where the coursework results in a product, either a physical product or software package, the school assumes ownership of the product, as it will have been developed using materials and/or facilities provided by the school and with assistance and/or guidance provided by the teaching staff

- The Subject Leader will have the discretion to decide if the product/package should be returned but all associated documentation will remain the property of the school.

Appeals Procedure

- This school is committed to ensuring that whenever it is teachers who assess students' work, this is done fairly, consistently and in accordance with the specification for the qualification concerned. However, to meet the requirements of the examination boards an internal appeals procedure is available

- An appeal may only be made against the process that produced the grade or mark to be submitted to the examination board and not against the mark or grade, i.e. where the student or his parents believe that the procedures for managing, marking, moderating and standardising coursework have not been carried out within the procedures set out above

- Internal marking, moderation and standardisation of coursework will always be conducted by staff who have appropriate knowledge, understanding and skills, and who have been trained in this activity

- The marks submitted to the Examination Boards are subject to further external moderation and standardisation procedures and the final mark is decided by the Chief Moderator for each subject area

The Internal Appeals Procedure

If a student believes that their work has not been treated in accordance with the procedures outlined above they may make use of the Internal Appeals Procedure.

- Appeals should be made as soon as possible, and must be made at least four weeks before the end of the last externally assessed paper in that examination series

- Appeals should be made in writing to the Associate Principal who will investigate the appeal

- The Associate Principal will decide whether the process used for the internal assessment conformed to the internal regulations, the requirements of the awarding body and the examinations code of practice of the QCA. This will be done before the end of the current examination series

- If the appeal results in a change in the mark awarded to the student, then the relevant examination board will be informed of the change and the reasons for it

- After a student's work has been assessed and moderated internally it is moderated by the examinations board to ensure consistency between centres. Such moderation can change the marks awarded for internally assessed work, this is outside the control of the school and is not covered by the Internal Appeals Procedure.

Section 19 Escalation Process

Purpose of the process

To confirm the main duties and responsibilities to be escalated should the Head of Centre, or a member of the Principal's Team with oversight of examination administration, be absent.

Before examinations (Planning)

In the event of the absence of the Head of Centre or the member of the Principal's Team with oversight of examination administration, responsibility for implementing JCQ regulations and requirements relating to activity prior to examinations will move to another member of the Principals Team.

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

- General Regulations for Approved Centres

- Instructions for conducting examinations

- Access Arrangements and Reasonable Adjustments

- Instructions for conducting coursework

- Instructions for conducting non-examination assessments

- Suspected Malpractice – Policies and Procedures

- A guide to the special consideration process

Main duties and responsibilities relate to:

- Centre status

- Confidentiality

- Communication

- Recruitment, selection and training of staff

- Internal governance arrangements

- Delivery of qualifications

- Public liability

- Conflicts of interest

- Controlled assessments, coursework and non-examination assessments

- Security of assessment materials

- National Centre Number Register

- Centre inspections

Additional JCQ publication for reference:

- Centre Inspection Service Changes

Policies

Specific JCQ publications for reference:

- General Regulations for Approved Centres (section 5)

- Instructions for conducting examinations (section 25)

- Access Arrangements and Reasonable Adjustments (section 5)

Personal data, freedom of information and copyright
Additional JCQ publication for reference:

- Information for candidates – Privacy Notice

Before examinations (Entries and Pre-exams)

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

- General Regulations for Approved Centres (section 5)

- Instructions for conducting examinations (sections 1-15)

- Access Arrangements and Reasonable Adjustments (sections 6-8)

Main duties and responsibilities relate to:

- Access arrangements and reasonable adjustments

- Entries

Additional JCQ publications for reference:

- Key dates in the examination cycle

- Guidance Notes for Transferred Candidates

- Alternative Site guidance notes

- Guidance notes for overnight supervision of candidates with a timetable variation

Centre assessed work
Additional JCQ publication for reference:

- Guidance Notes – Centre Consortium Arrangements

Candidate information
Additional JCQ publications for reference:

- Information for candidates documents

- Exam Room Posters

During examinations (Exam time)

To support understanding of the regulations and requirements, the relevant sections of the following JCQ publications should be referenced:

- General Regulations for Approved Centres

- Instructions for conducting examinations

- Access Arrangements and Reasonable Adjustments

- A guide to the special consideration process

Main duties and responsibilities relate to:

Conducting examinations and assessments
Additional JCQ publication for reference:

- Guidance Notes – Very Late Arrival

- Malpractice

- Retention of candidates' work

After examinations (Results and Post-Results)

To support understanding of the regulations and requirements, the relevant sections of the following JCQ publication should be referenced:

- General Regulations for Approved Centres

Main duties and responsibilities relate to:

Results
Additional JCQ publication for reference:

- Release of Results notice

Post-results services and appeals

Additional JCQ publications for reference:

- Post-Results Services

- JCQ Appeals Booklet (A guide to the awarding bodies' appeals processes)

- Certificates

Appendix 1: JCQ Changes to ICE booklet

Changes to this year's 'ICE' booklet

Changes made to the contents of the booklet since the previous version (1 September 2022 to 31 August 2023) are summarised below:

Page number	Section	Paragraph	Summary of change
2			Update to qualifications covered by ICE.
4			Details added to list of resources available to exam officers.
8	3	3.1	Clarification that the exams officer must be one of the key holders.
9		Table 1	Where a centre is unsure of the structure of the building the JCQ Centre Inspection Service must be contacted.
		Table 1	Further details about the requirements of the secure room.
13	5	5.1	Guidance on how to conduct the second pair of eyes check.
		5.3	Details of the process required for scanning or photocopying question papers.
18	7		Requirements for managing timetable clashes involving AS and A-level Mathematics and Further Mathematics examinations.
22	10		Revised guidance on use of calculators.
26	12	12.3	Requirement for centres to provide thorough training on current regulations including changes.
28	13	13.2, 13.3, 13.4, 13.5	Invigilation requirements for groups of candidates in the same room.
32	14	14.18	Separate invigilation now termed alternative rooming arrangements.
35	15	15.3	Requirements for centre written exam contingency plan.
39	18	18.1	Guidance on how to conduct the second pair of eyes check.
		18.2	Candidates must not be in possession of AirPods or earphones/ earbuds.
49	25	25.4, 25.5	Requirements for reporting incidents to awarding bodies.

However, heads of centre, senior leaders and examination officers must familiarise themselves with the entire contents of this booklet.

Appendix 2: Recognition of Prior Learning Policy

Defining Recognition of Prior Learning

Recognition of Prior Learning (RPL) is a "method of recognising previous learning or attainment to meet current requirement " or a "method of assessment leading to the award of credit that considers whether learners can demonstrate that they can meet the assessment requirements for a unit through knowledge, skills, behaviours and understanding they already possess and so may not need to develop these through a course of learning."

Horizon Community College aims to provide opportunities for learners to submit evidence using recognised prior learning (RPL) that can be mapped against learning outcomes and assessment criteria, to contribute to a recognised qualification. The policy aims to ensure that learners are able to apply for RPL against any recognised qualification, for which they are currently enrolled , to recognise learning based on experience and/or other previous formal, non formal, and informal learning contexts. This will include knowledge and skills gained within school, college, and outside formal learning situations such as through life and work experiences.

Applying Recognition of Prior Learning

RPL can demonstrate competence or achievement within a unit or qualification. Through the RPL process, evidence of a learner's previous achievement (learning) is assessed against the assessment criteria of a unit.

Evidence used by learners must be current and valid and meet the assessment criteria of the qualification.

Evidence obtained through RPL must meet the same rigorous quality criteria that other assessment methods must conform to. It remains the role of the Assessors and IQA staff to ensure the evidence is:

Valid	Does the evidence reflect the knowledge or skill s set out in the qualification?
Authentic	This involves consideration of whether the evidence being assessed is genuinely the work of the learner. For example, the evidence may have been produced by somebody else. Or it may be the result of the work of a team. In the latter case, this would be acceptable if the assessment criteria was related to team/joint working , but not if it was being used as evidence of an activity that should have been caried out individually.
Sufficient	The evidence must be sufficient for the Assessor to ascertain what learning outcomes have been covered for the qualification being claimed.
Reliable	The evidence obtained through RPL should be such that an Assessor would arrive at the same assessment decision, were the assessment to be repeated.

Current	The evidence must demonstrate the learner's current skills and knowledge and must meet the qualification specification i.e.their submitted evidence is still valid

If individuals can produce relevant evidence, that meets assessment criteria requirements then, recognition can be given for their existing knowledge, understanding or skills. If an individual can meet all the learning outcomes and assessment criteria in a unit, then they can claim credit for that unit solely on the basis of their RPL achievement. If however, evidence from RPL is only sufficient to cover one or more assessment criteria, or to partly meet the need of an assessment criteria, then additional assessment methods should be employed to generate the sufficient evidence required to make a safe assessment decision. Knowledge, skills, behaviours and understanding must be current for RPL to be used and subject leads within centres must decide if prior learning is up date for the relevant sector and subject areas. Staff may use questioning or other acceptable assessment strategies to check the depth and significance of prior learning. Assessment decisions based on RPL must be made by college staff with suitable occupational competence and subject expertise. Acknowledging evidence of previous learning is considered to be part of the internal assessment process and any decisions must be made clear to External Quality Assurers.

The college must ensure that:

- It is carried out by designated staff with relevant levels of expertise to meet the requirements of the assessment strategy/guidance for the qualification concerned

- The methods of assessment used will be determined by the assessment strategy for the qualification being assessed but might, for example, include:

    o Examination of documents
    o Expert testimony
    o Reflective accounts
    o Professional discussion

The RPL assessment should be carried out as an entire process. This means that the Assessor should:

- Plan with the learner – where a student starts Horizon Community College part way through an academic year from another centre, teaching staff will discuss any prior evidence that the student may have obtained

- Make a formal assessment decision

- Feedback assessment decisions to the learner, confirming decision and giving guidance on the available options

- Maintain appropriate records according to exam board requirements

- Ensure that learners are aware of their right to access the appeals process should they feel the assessment decision was unfair

- The assessor must ensure that all assessment criteria being claimed are covered and that records of assessment are maintained in the usual way. The process must be subject to the same quality assurance requirements as any other assessment method

- Complete the RPL Record sheet (on next page) to be signed by appropriate HOC / SLT

Recognition of Prior Learning Record

Date:	

Student Name	
Exam course and code	
Units with prior learning	

Learning outcomes with prior learning	Evidence of prior learning- educational establishment, links to assessed work, feedback sheets, reports from previous school.	Grade issued

Additional Comments	

We confirm the student has achieved the above learning outcomes, as evidenced by their previous place of education.

Subject Leader: _____ (printed) _____ (signed)

Head of centre/ relevant member of SLT:

_____ (printed) _____ (signed)_____(date)