Examinations policy

Responsible body	MST Trust Board/ Local Governing Body
Adopted	June 2017
Last reviewed and approved	September 2024
Next scheduled review	September 2025
Key member of staff	Exams Officer/SLT link

Mulberry UTC
Where learning works

Version control

Version	Reviewed	Changes since last version
1	Existing from November 2019	
2	September 2020	• Dates have been changed to reflect the updated ICE document from JCQ and a new exam contingency date • Procedure of checking of exam papers and splitting when exams re in different locations has been updated to reflect practice at the UTC in line with JCQ regulations • Additional exam hall locations have been added, and access arrangement locations have been changed to reflect a quieter space for students to conduct exams • The policy now draws attention to extra measures that allow students to be recognised- wearing lanyards with photographic ID • In appendix 5-non exam risk management document SLT line manager has replaced vice principal to reflect the member of staff involved in this risk management process • A sentence pertaining to the wearing of wireless earphones e.g. air pods has been added in
3	April 2021	• All changes are in red an underlines. • Information has been added regarding what constitutes malpractice in light of exams not happening in the normal way in summer 2021 • Information has been added regarding declarations of conflicts of interest
4	September 2021	• Dates have been changed to reflect the updated ICE document from JCQ and a new exam contingency date • Addition of 'watches' to disqualified items • Removal of information regarding exams not happening in the normal way in 2021
5	September 2022	• Added T Level to our list of qualifications • Change to staff permitted in exam room and safe • Updates to packaging and log of papers • Update on procedure with wrongly opened paper • New section on handling of secure electronic materials
6	September 2023	• References to BTECs updated to include CTECs and other technical qualifications
7.	September 2024	• Expanded appendix 8 to include detail on our approach to the use of AI in assessments • Additional item in the school's contingency plan to include the school's response to a cyber attack

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| | | • Minor updates including the addition of smart glasses to the list of banned items, more clarity on the handling of secure assessment materials and how the school identifies students sitting exams. |

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SECTION A: Introduction

1. **Purpose of the policy**

   1.1. Mulberry UTC plans and manages all assessed aspects of qualifications so that they are conducted efficiently, in line with Joint Council for Qualifications[1] (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 UTC expectations and procedures, so that staff, students, parents and awarding bodies can have confidence in UTC 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 Mulberry UTC, including examinations and non-examination assessments. Currently, these qualifications are GCSE, GCE, Cambridge Technicals, T-levels and BTEC.

   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 Mulberry UTC 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.[2]

   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 Mulberry UTC. The review takes account of the annual JCQ inspection report, the Pearson Centre Quality Review report (for BTECs) and available awarding body feedback. Copies of these reports are held centrally with the policy.

5. **Qualifications offered**

   5.1. Mulberry UTC currently offers GCSE, Cambridge National and BTEC qualifications at KS4 and GCE, Cambridge Technical and T-Level qualifications at KS5. The curriculum, including the range of subjects and qualifications, is developed by the Vice Principal responsible for curriculum and the subject leaders. It is agreed annually by the Local Governing Body and published in the UTC's prospectus.

   5.2. Decisions about specifications and awarding bodies are made by subject leaders in discussion with their line managers and the Vice Principal with responsibility for

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

[2] See also Mulberry UTC Equality Policy

curriculum. This information is made available to students and parents via the UTC'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.

SECTION B: Procedures

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

6.1. *Entries*
- Mulberry UTC expects all students to be entered for examinations and assessments for which they have been prepared.

- The Examinations Officer 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 Examinations Officer as soon as the decision is made.

- Entries are submitted via the school's Management Information System. The Examinations Administrator submits the entries to awarding bodies. Lead verifiers for technical qualifications sign a copy of the registrations list. Changes may be made without charge up to the date when awarding bodies charge fees.

- Further details of procedures relating to technical qualification registrations are included in the Mulberry UTC from the Quality Nominee.

- All registration and exam entry fees for internal candidates are met by the UTC. 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 charge to department budgets.

- Departments are not charged for changes of tier, withdrawals made following the proper procedures or alterations arising from administrative processes, provided these are made within the time allowed by the awarding bodies.

6.2. *Withdrawals*
- The Data Manager informs the Examinations Officer if a student is taken off roll.

- In exceptional circumstances, following discussion with student, parent/carer, subject leader, SENDCo, Director of Progress and the Senior Leader responsible for exams, students may be withdrawn from a qualifications. The Senior Leader makes the final decision and informs the Exams Officer.

7. Procedures relating to external examinations[3]

7.1. Delivery of examination materials

- Examination materials are always addressed 'For the attention of the Examinations Officer' and are quickly recognised.

- When parcels are delivered to Reception, staff sign for the parcel, log its receipt, and immediately phone the Examinations Officer who collects the parcel.

- If the Examinations Officer is unavailable, reception staff contact the SLT responsible for Exams who collects the parcel. The parcel is stored in a secure store until collected.

7.2. Storage and management of examination materials

- Materials are received in sealed boxes and plastic sealed envelopes and are stored in the UTC's exam safe. The exam safe is accessible only by the Head of Centre, and Examinations Officer. Staff approved by the Head of Centre may enter the exam safe if accompanied by a nominated key holder.

- Immediately on receipt, the Examinations Administrator locks the papers in the exams safe. She informs the Exams Officer that papers are arrived which require checking.

- Using the windows in the packaging, the Examinations Officer cross-references all exam materials received against those ordered and logs those received in the exam safe.

- This checking take place as soon as possible on the day the question papers are received. If this is not possible, due to a late delivery or the unavailability of authorised members of staff, the material must be transferred immediately into the secure storage facility until it can be checked, which must be no later than the next working day.

- When question paper packets are removed from the despatch packaging they are checked carefully and a log of the check kept. The question paper packets are checked against the awarding body's despatch note and the centre timetable or entries. Care must be taken when handling question paper packets to ensure the packaging is not damaged.

- Materials are kept in the safe in the secure room, until the period immediately preceding the examination, as per JCQ procedures. On the day of examination exam materials are rechecked by the Examinations Officer, and a lead invigilator, in the secure room to ensure that the correct paper packets are collected. This check is recorded. If it is identified following the second pair of eyes check that the wrong question paper packet has been opened, it will be resealed. The incident will be reported to the relevant awarding body's Malpractice Investigation Team immediately.

- If the exam is taking places in two or more locations the exam package must be opened in the secure room so that exam papers can be divided up

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[3] See JCQ Instructions for conducting examinations Sept 2021 – Aug 2022

according to the location they will be taken in. Exam papers must be placed into sealed envelopes in order to be carried to the exam hall by invigilators.

- 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. For access arrangements, a designated invigilator collects student papers from the Examinations Officer in the main exam hall.

- Spare papers for exams that have already been taken are not left in or returned to the exams safe.

- The Examinations Officer informs the awarding body immediately if the security of the question papers or confidential supporting instructions is put at risk.

- After the examination, exam scripts are taken by the Lead Invigilator and/or the Exams Officer to the Exams Store. They are checked by the Exams Officer and prepared for dispatch.

7.3. *Dispatch of examination materials*
- Prior to the start of each exam season, the Examinations Officer contacts Parcel Force to arrange exam parcel collection and informs reception staff. 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 Examinations Officer 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 Examinations Officer 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, the parcels will be left overnight in a locked cupboard in Reception in order to be ready for dispatch the following day. Reception notify the Examinations Officer of this and notify them again once the parcels have been collected.

- All collections are logged by Parcel Force and on the dispatch log provided by the awarding body. The Examinations Officer keeps a record of all dispatches identified by their unique reference number.

7.4. *Information to students, parents and staff*
- All students sitting exams are given information about exam expectations, routines and malpractice[4] through assemblies prior to their mocks and prior to the external exams. Mock exams reflect all procedures required in external exams.

- Examination timetables and arrangements are distributed as follows:

- Individual timetable, with copy of JCQ Candidate privacy notice, given to each candidate and posted to each candidate's parent/carer;

- Full timetables (Y11 and sixth form) emailed to all staff and published on the UTC website;

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[4] See Appendix 8 for examples of candidate malpractice

- Candidates are informed that whatever the date of their last exam, they must remain available until the last Monday in June 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 the UTC's website.
- Students' timetables include their seat numbers for each exam. These are also displayed on noticeboards around the school.
- As soon as entries are submitted, the Examinations Officer will make arrangements to resolve any clashes. Candidates will be informed of these arrangements on receipt of their individual timetables.

7.5. *Exam venues and environments*
- Mulberry UTC uses the following internal spaces for exams:
  - the theatre
  - the studio theatre
  - the film and TV studio
  - the innovation lab
  - editing rooms on the floor 2 for access arrangements
- On-screen exams take place in room 407 and/or 506.
- The Examinations Officer books all exam rooms, after liaison with other users, and arranges for them to be set up by the Premises Team.
- The Examinations Officer ensures all materials and equipment required are in the correct rooms. The IT Technician supports with on-screen exam access.

7.6 Arrangements for handling secure electronic materials

Centre authorisation

- Electronic question paper materials must only be handled by members of staff authorised to do so by the head of centre.
- The head of centre must ensure that authorised staff are familiar with the most recent instructions issued by the relevant awarding bodies.
- At least two and no more than six members of centre staff should be authorised to handle secure electronic materials. Other members of centre staff may assist with printing and collation provided they are under supervision.

Secure account management

- Only the Exams Officer and the IT technician email accounts are used for secure material access.
- Only the Exams Officer and It technician are allowed to access secure files. They are aware that emails or links to secure materials must never be forwarded or shared
- By accessing secure material, the Exams Officer and IT technician accept personal responsibility for maintaining the security of the material.
- Accounts used to access secure material will be audited regularly. Any unused or unneeded accounts will be closed promptly, for example when a member of staff has left the centre or changed roles.

- Accounts are reviewed by the head of centre ahead of each examination series to ensure that users have appropriate levels of access and all inactive accounts have been removed.
- Passwords used to access secure material will be strong and changed regularly. Passwords will not be written down or shared.
- All staff accessing secure assessment material via awarding bodies' online systems must have a device complying with awarding bodies' multi factor authentication (MFA) requirements.

Accessing and printing secure files

- The Exams Officer is responsible for maintaining the integrity and security of the electronic question paper during the downloading, printing and collating process.
- The Exams Officer ensures that file will be accessed and downloaded only for the use of the candidate(s) who have been entered for the examination.
- The file will be stored locally only for the purposes of printing and then deleted immediately.
- Any emails or links associated with the secure file will also be immediately deleted and then deleted from the deleted items folder.
- Secure files will be accessed and printed within a secure environment. Only authorised members of staff will be present in the room. Files must not be accessed or rinted at alternative locations without the awarding body's prior permission.
- Once printed, question papers will be sealed within a non-transparent envelope marked clearly with the exam details on the outside of the envelope. The envelope will be stored securely ready for transfer to the examination room at the appropriate time.

7.7 Invigilation

- The invigilation team for each external exam includes at least:
  - a lead invigilator for each exams venue, with the exception of some individual access arrangements (see Section 9);
  - 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 Examinations Officer's discretion to ensure that all candidates are in view at all times.
- Invigilators are timetabled by the Examinations Officer and deployed in each exam by the Lead Invigilator.
- 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, with the exception of some individual access arrangements (see Section 9).
- External invigilators are also used, as above, for final mock exams; access arrangements for mock exams are met by teaching assistants.
- The Examinations Officer, working with the Examinations Officers in the other Trust schools, recruits the invigilation team each year, including lead invigilators. 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 the UTC.
- All invigilators and Lead Invigilators are trained by the Examinations Officer each year, records of this training are kept. During this training invigilators are provided with JCQ document Checklist for invigilators (for written examinations).
- In the case of absence of invigilators, agency staff are used. Agency staff must have previous invigilation experience and no current maladministration/malpractice sanctions applied to them. All agency invigilator are provided with a UTC invigilator booklet to read prior to arriving at the site.

7.8 Exam day routines

- Students assemble in The View by 8.30am for a morning exam and by 1.00 for an afternoon exam. The SLT member on duty registers them. The Attendance Officer collects the register to chase any absentees.

- The Examinations Officer 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, candidates are given a supervised rest break in the exam hall under exam conditions.

- Where candidates are taking two or more examinations in a session and the total times is three hours or more, candidates are given a supervised break in an alternative location in where they may revise using their own resources are not coached by a member of centre staff.

- Attention is paid to noise levels, whether internal or external, intermittent or continuous by the member of SLT on duty.

7.6. *In the exam hall (including on-screen exams)*
- Senior and middle leaders supervise students into the hall only. The Examinations Officer, 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.

- An examination record sheet is completed in each exam room. This records invigilators, seating plan, access arrangements, start time. This is held in the exams store after the exam.

- The UTC's published expectations for dress and behaviour apply in and around the exam hall. Disruptive candidates will be dealt with in accordance with JCQ guidelines. JCQ regulations concerning candidates' use of mobile phones and all electronic devices including watches, apply at all times, this includes wireless headphones for example air pods.

- Candidates' personal belongings, including mobile phones/electronic equipment, are kept in their bags which are locked in a store outside the exam rooms.

- The lead invigilator checks the day, date, time, subject, unit/component and tier of entry (if appropriate) immediately before the paper packet is opened.

- The lead invigilator 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 lead invigilator announces that candidates may begin to write their answers.

- The date, subject, paper number and centre number are displayed on a screen/flipchart/whiteboard 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 Extra Time, supervised rest breaks or any medical needs. All candidates continue their exam for the full duration, including any Extra Time.

- Examination papers may not be read by teachers or removed from the exam room 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 Examinations Manager advises on the order of papers for students with a clash and on the length of any rest break between the papers. This rest break is taken in the exam hall under exam conditions. 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.

- The Lead Invigilator 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 lead Invigilator and exam conditions are maintained until they are outside the room.

- Emergency evacuation procedures are displayed 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.

- The attendance register is completed before the end of the exam.

7.7. *Verifying candidates' identity*

- Mulberry UTC students' identity documentation is checked on admission to the UTC, and full name and date of birth are recorded on the Management Information System.
- UTC candidates are well known to senior UTC staff who supervise students assembling for the exams, and who take the register immediately before an exam, and to the Examinations Officer who is present as students take their seats.
- All students at the UTC wear photographic ID. They are required to wear this into their exam and then place it under their table before the exams begin. If a student forgets their ID a member of the SLT will need to verify their identification with the invigilation team.

7.8. *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.
- A candidate who arrives after the start of the examination will be allowed the full time for the examination, if the UTC'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 Examinations Officer 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.

7.9. *Applications for special consideration[5]*
- 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 Examinations Officer or Lead Invigilator.
- 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 Examinations Officer within three days of the exam.

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[5] See JCQ's *A guide to the special consideration process* (Sept 2021)

- The Examinations Officer submits the applications to the Awarding Body, within 7 days of the last exam in the subject.

7.10. *Private candidates*
- Mulberry UTC does not accept private candidates

8. Procedures relating to non-examination assessments and BTEC/CTEC assignments[6]

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 the UTC, 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 CTEC/BTEC 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. All staff involved in the assessment sign the document to confirm they have read and understood it. This includes arrangements for securing the correct level of control.

- The Examinations Officer 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 students[7]. 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 the UTC 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 provide final marks to the Examinations Officer for submission.

- Students' work for externally marked NEAs and/or assessment record sheets. Samples for internally-marked NEAs are collated by the subject leader and dispatched by the Exams Officer, who also records what has been sent, when and to whom (see section 7.3).

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[6] See JCQ *Instructions for conducting non-examination assessments* 1 Sept 2021- 31Aug 2022
[7] See JCQ *Information for candidates – non-examination assessments* Sept 2021-Aug 2022

- Subject leaders also liaise with visiting moderators where relevant and are responsible for making the required work and assessment records available.
- The risk management schedule for NEAs in included in Appendix 5.

8.4. *BTEC/CTEC assignments*
- BTEC assignment briefs and students' assignments are managed in accordance with Pearson's requirements[8]. They are quality assured through Pearson's internal and external verifications procedures, overseen by the UTC's Quality Nominee. Pearson's annual Centre Quality Review verifies these processes are in place.
- Students are responsible for their own work until it is submitted. They store it on their home drive and submit it either on paper or to a secure folder on the shared drive. It is then kept in secure storage unless a teacher is marking or moderating it.
- Moderation process are managed by the subject lead and recorded.
- The Quality Nominee confirms to Lead Internal Verifiers the samples required, and timeline, for External Verification. Samples are collated by the Lead Verifier and checked and dispatched by the Examinations Officer (see Section 7.3). The postal dispatch log records what has been sent, when, and to whom.
- Further details of BTEC procedures are included in the UTC's Policies relating to BTEC qualifications 2018-19, available from the Quality Nominee or the Examinations Officer.

8.5. *Communication to students and parents*
- Subject Leaders explain all procedures and expectations relation to non-examination assessments to students. This includes talking through the JCQ guidance[9] to candidates which is also available on the UTC's website.
- Parents are informed of the assessments within each course through options booklets and course information. They are pointed to relevant JCQ guidance on the UTC's website through the UTC bulletin and information at parents' events.

8.6. *Appeals against internal assessments*
- The UTC 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.
- 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.
- If a candidate believes that this may not have happened in relation to his/her work, he/she may make use of the appeals procedure in Appendix 6 and 7. The main points are:

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[8] See BTEC Centre Guide for Managing Quality 2018-19
[9] See JCQ Information for candidates – non-examination assessments Sept 2019-Aug 2020

- 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;
- candidates may appeal if they feel their work has been assessed unfairly, inconsistently or not in accordance with the specification for the qualification;
- appeals should be made in writing to the Head of Centre (Mulberry UTC Principal) who will decide whether the assessment process met requirements;
- appeals should be made as early as possible and no later than two weeks before the last timetabled examination in the series;
- the Head of Centre's findings will be notified in writing to the candidate, copied to the Examinations Officer and recorded for awarding body inspection.
- The full procedures is also available from the Examinations Officer.

9. Procedures relating to access arrangements[10]

9.1. *Assessment*
- As students embark on a course leading to a qualification, the SENDCo uses her knowledge of students' special educational needs and/or disabilities to identify students who may be eligible for access arrangements. She also invites subject and pastoral leaders to identify students.
- The SENDCo compiles a list of students, their needs and supporting evidence for the qualified external assessor.
- Following assessment, the external assessor confirms the students who should have access arrangements and the Examinations Officer submits the applications to the Awarding Body via the JCQ website and confirms the response.
- 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.
- The SENDCo confirms for 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*
- The SENDCo informs the Examinations Officer 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".
- The SENDCo informs subject leaders of students entitled to access arrangements to that they can be applied to NEAs and online exams.
- Subject leaders inform the SENDCo of the dates for NEAs and online exams. The SENDCo supports, as necessary, with implementation of the arrangements.

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[10] See JCQ Access arrangements and reasonable adjustments Sept 2021-Aug 2022

- The Examinations Officer provides an examination timetable which is shared with all staff prior to the examination season. The Examinations Officer and the SENDCo schedule, as necessary, equipment (including laptops), rooms, staff and invigilators to meet the access arrangements.

- The SENDCo deploys the staff providing practical support such as readers/scribes and provides training to all staff who contribute to access arrangements. These roles are fulfilled by members of the invigilation team and/or UTC Teaching Assistants depending on the needs of the student.

- Candidates with access arrangements are identified on seating plans.

- Where a candidate requires a question paper on coloured paper and/or enlarged from A4 to A3, we will always endeavour to use a PDF copy of the standard question paper. For AQA, Pearson and WJEC a PDF copy can be downloaded within 60 minutes of the awarding body's published starting time. For OCR PDF question papers will be ordered in advance using AA Online then a copy will be available 60 minutes before the exam. The SENCO is responsible for ordering and making sure the Exams Officer is aware of who requires them. The Exams Officer is responsible for downloading them in time for the start of the exam.

10. Procedures relating to results and post-results services

10.1. *Results download*
- The Data Manager and the Examinations Officer access the downloadable files from the awarding bodies, resolve any anomalies and produce statements of results for individual candidates.

10.2. *Results day*
- The UTC is open and staffed in the morning of results days for students to collect their results. They must attend in person.

- Candidates receive individual statements of results from UTC staff. Candidates may arrange with the Examinations Officer to collect them at a later time.

- Appropriate staff are available to support students with decisions about their next steps.

10.3. *Posts results services*
- Candidates are informed of these services in the letter detailing results day arrangements.

- *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 Examinations Officer, teaching staff and Head of Centre will investigate the feasibility of requesting a re-mark at the UTC's expense. If a candidate requires a re-mark against the advice of UTC staff, they can appeal against the decision using the procedure in Appendix 6 and paying the fee.

- A request for a re-mark must have the written consent of the candidate showing that s/he 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.
- *Access to scripts*
  - 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).
  - 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.
  - Re-marks cannot be applied for once a script has been returned.

10.4. *Certificates*
- Candidates are informed on results day of the arrangements for collecting certificates from UTC.
- Certificates are presented or collected in person and signed for.
- Certificates may be collected on behalf of a candidate by a third party, provided the UTC has been notified by the Candidate that they have been authorised to do so and the third party can provide suitable identification.
- The Centre retains certificates for three years, after which time they are returned to the awarding body.

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.

11.2. In accordance with JCQ regulations, the UTC 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. Further details of malpractice in the context of BTEC qualifications are included in the BTEC Assessment, internal verification and malpractice policy.

11.4. The UTC will investigate any incident of suspected malpractice in accordance with JCQ regulations[11].

SECTION C: ROLES RESPONSIBILITIES AND TRAINING

12. The Head of Centre is responsible for:

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[11] See JCQ Suspected Malpractice in Examinations and Assessments: Policies and Procedures

- the UTC as an Examination Centre and its compliance with all JCQ/awarding body requirements relevant to the qualifications offered at the UTC;
- 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.

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 the UTC;
- keeping abreast of updates and changes to JCQ requirements and ensuring that all staff are informed of these;
- ensuring all staff are appropriately informed and trained for their roles within this policy;
- line managing the examinations officer;
- quality assuring subject teams' approaches to planning, managing and 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;
- with other senior staff, making decisions about withdrawing students from a qualification, exam or non-exam assessment and communicating this to the Examinations Officer;
- 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;
- managing any internal appeals for GCSE/GCE;
- advising on Enquiries About Results.

14. The Quality Nominee is responsible for:
- fulfilling the role as set out in by the relevant board's quality assurance handbook;
- quality assuring technical subject teams' approaches to planning, managing, assessing and verifying assignments and students' work;
- ensuring the implementation of the academy Assessment, Internal Verification and Malpractice Policy and the academy Registration and Certification Policy;
- facilitating the Centre Quality Review and acting on any action points in the report;
- keeping abreast of updates and changes to awarding body requirements and ensuring that all relevant staff are informed of these;
- managing any internal appeals for technical qualifications.

15. The Examinations Officer 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;

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- 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 the UTC 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 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;
- receiving, checking, and securely storing all exam papers, other confidential material relating to assessments and completed scripts;
- with the SENDCo, administering and implementing Access Arrangements[12] and applying for special consideration[13] in accordance with JCQ requirements;
- identifying and managing exam timetable clashes;
- with the HR team, recruiting a team of external invigilators and lead invigilators responsible for the conduct of exams;
- training, deploying and monitoring the invigilation team;
- ensuring the lead invigilator completes the examination report sheet after each exam, to record all members of staff present at any point in the exam room (with reason), any late students and any other pertinent information;
- 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; in particular, downloading and distributing mark sheets for teaching staff to use, and collecting and submitting marks to awarding bodies before deadlines;
- tracking return of non-examination assessment and assignment samples;
- Arranges for dissemination of exam results and certificates to candidates and forwards, in consultation with the SLT, any appeals/re-mark requests;
- With the Senior Leader responsible for exams, accounting for income and expenditures relating to all exam costs/charges;
- keeping the Senior Leadership Team informed of developments in qualifications, assessments and JCQ requirements.

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[12] See JCQ Access arrangements and reasonable adjustments Sept 2021-Aug 2022
[13] See JCQ's A guide to the special consideration process (Sept 2021)

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;
- 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. The SENDCo is responsible for:
- with input from subject and pastoral teams, identifying candidates who may be eligible for Access Arrangements and arranging their assessment by an external assessor[14];
- informing the Examinations Officer of students' proposed access arrangements so that s/he can submit the applications to the awarding body;
- preparing and storing the evidence that supports each application;
- informing subject leaders of students' agreed Access Arrangements and supporting them in implementing them in non-examination assessments;
- training UTC staff for their roles in Access Arrangements;
- with the Examinations Officer, planning, implementing and monitoring individuals' Access Arrangements in accordance with JCQ requirements, to help candidates achieve their course aims.

18. 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 Examinations Officer 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 Examinations Officer 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;

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[14] See JCQ Access arrangements and reasonable adjustments Sept 2021-Aug 2022

- submitting marks through the Examinations Officer to the awarding body and keeping a record of the marks awarded.

19. 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;
- 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 the UTC 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.

20. Candidates are responsible for:
- adhering to JCQ exam requirements[15] 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/BTEC 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 15 minutes before the start time, or as directed;
- discussing any exam clashes with the Examinations Officer;
- bringing the correct equipment for the exam;
- being attentive during the exam and listening, with great care, to the invigilator's instructions before the start of an exam.

21. Training for these roles

21.1. The UTC 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

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[15] See www.mulberryutc.co.uk/exam-timetable/

season, all staff are also informed of procedures surrounding external exams, with a particular focus on any procedures that have changed.

21.2. The senior leader with responsibility for exams, the Quality Nominee and the Examinations Officer participate annually in relevant awarding body training, are part of awarding body networks for updates, and belong to local networks where available.

21.3. 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 subject meeting time to discussing procedures for non-examination assessments.

21.4. 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.

21.5. The SENDCo provides training annually to all staff who are involved in 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 the academy's website.

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 UTC.

Signed:
……
……………….

Name:
……
………………..

Date:
……
………………….

Appendix 2: The people present in the examination room (JCQ)

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 officer and invigilators.

Section 10, page 28, of the JCQ publication *Instructions for conducting examinations* provides clarity on who may be present in the examination room.

The head of centre has a duty at all times 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 as per **section 6, page 17,** of the JCQ publication *Instructions for conducting examinations.*

The following rules relate to centre staff other than exams officers and invigilators.

Senior members of centre staff, such as Assistant Head Teachers, ma be approved by the Head of Centre to be present at the start of the examination(s). When entering an examination room, they **must** identify themselves and their purpose for being there to the senior invigilator and/or Examinations Officer.

Where specifically approved by the Head of Centre and agreed with the Examinations 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, (particularly where optional or tiered papers are involved);
- 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, uninvited, with the sole intention of accessing the exam question paper;
- have access to the examination question paper **unless** this is specifically requested by either the Examinations Officer or an invigilator. For example, a possible printing error has been identified and, in the absence or an erratum notice, the Examinations Officer needs this to be 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, or where maintaining discipline in the examination room. This constraint extends to coaching candidates, or 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 candidates are under examination conditions and the strict protocols must be adhered to.

Appendix 3: Emergency evacuation procedure

Emergency evacuation procedure for examinations

Emergency evacuation procedures form part of the training for invigilators.

Before the start of the exam, the Lead Invigilator must ensure that s/he and all invigilators are familiar with the emergency exits from the exam room, the UTC's usual evacuation procedure and the assembly point **for exam candidates**.

In an emergency such as a fire alarm or bomb alert, the Lead Invigilator **must** take the following action.

- Stop the candidates from writing.
- Ask candidates to close their answer booklet.
- Collect the attendance register (in order to ensure all candidates are present at the assembly point).
- Advise candidates to leave all question papers and scripts in the examination room.
- Evacuate the examination room in line with the procedures explained in the training and in accordance with evacuation routes displayed
- Ensure candidates leave the room, and remain, in silence.
- Take candidates to the displayed assembly point and take the register.
- Supervise candidates as closely as possible while they are out of the examination room to make sure there is no discussion about the examination.
- If it is possible to collect the papers and scripts, consider the possibility of taking the candidates to another place to finish the examination.
- Make a note of the time of the interruption and how long it lasted.
- Allow the candidates the full working time set for the examination.
- With the Examinations Officer, make a full report of the incident and of the action taken, and send to the relevant awarding body.

Advice must be sought from the relevant awarding body as soon as it is safe to do so. Where candidates are unable to return to the building to complete the examination, the relevant awarding body must be contacted immediately.

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

1 Purpose

1.1 At Mulberry UTC, 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 needs to reflect a candidate's normal way of working in his or her course at Mulberry UTC 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 he/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 his or 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 mock 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 mock exams, the way in which the laptop is used takes into account the relevant exam regulations (see section 4 below).

3.7 Learning Support and programme areas 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 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. Mulberry UTC 2017-18

4.2 For national exams taking place in the summer, requests for access arrangements should be with the exams office by 1st March. 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 Mulberry UTC 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 Mulberry UTC will also 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 required to remain in the room while their work is printed off and to authenticate the relevant hard copy.

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

5.1 The use of a laptop might 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 - using a laptop would cause distraction or disturbance to other candidates.
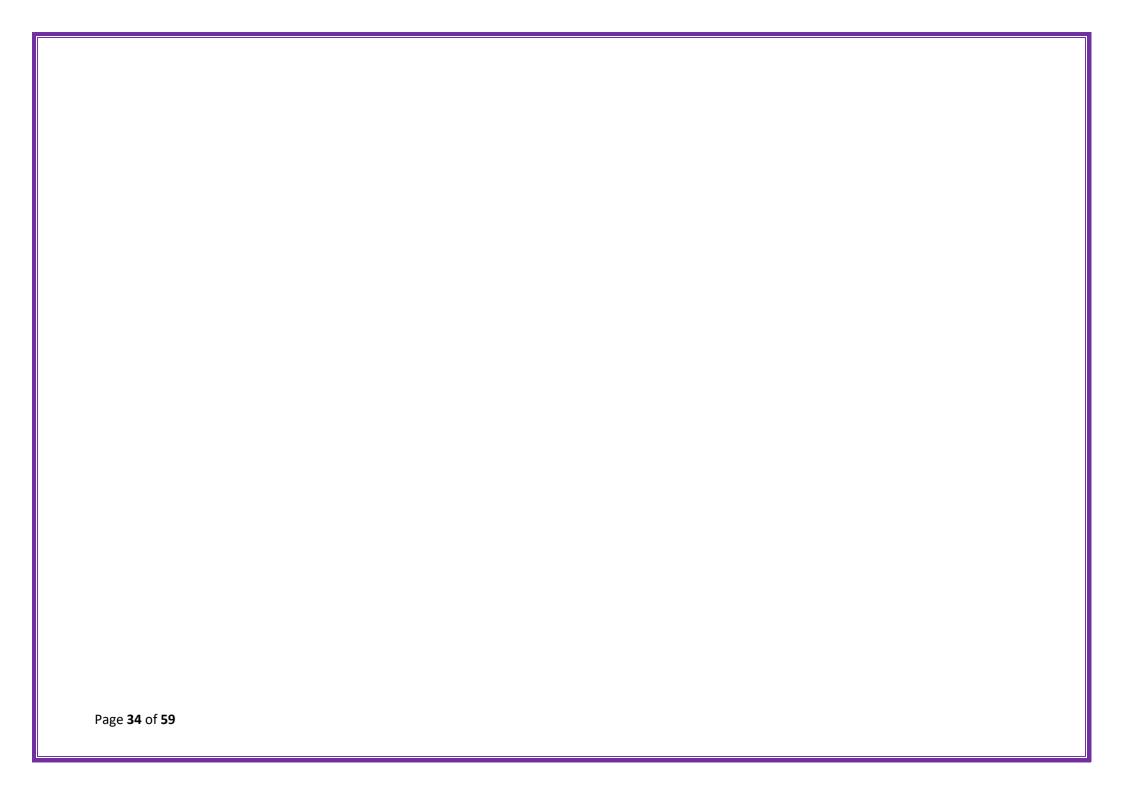
Appendix 5: Non-exam assessment Risk Management – 2023-24			
Risks	**Possible remedial action**		**Staff**
	Forward planning to reduce risk	**Action if risk occurs**	
Timetabling			
Non-examination assessment schedule clashes with other activities	Plan/establish priorities well ahead	Determine the priority of the clashing events and act accordingly Plan future dates in consultation with school calendar	SLT line manager
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	SLT line manager
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	Subject lead
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	Subject lead
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	SLT/Exams Officer

Risks	Possible remedial action		Staff
	Forward planning to reduce risk	**Action if risk occurs**	
		Seek other source of tasks – AB/neighbouring centre	
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 Officer
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 Officer
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	SLT 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	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	
	Schedule the supervising teachers to the groups in good time. Discuss potential issues with HoF As above, ensure teachers have read and understood guidance		
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	Subject lead
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 Director of Progress Engage with attendance officer if absence ongoing	Subject lead

Risks	Possible remedial action		Staff
	Forward planning to reduce risk	**Action if risk occurs**	
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	Subject Lead/SLT Line Manager
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	SLT Line Manager / Subject lead/ Exams Officer
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	Subject Lead/SLT Line Manager

Risks	Possible remedial action		Staff
	Forward planning to reduce risk	Action if risk occurs	
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
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 Officer (Marks can then be processed and submitted ahead of awarding body deadlines) Plan assessment/marking/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 Officer if internal deadline may be	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 Officer SLT Line Manager

Risks	Possible remedial action		Staff
	Forward planning to reduce risk	**Action if risk occurs**	
	missed. SL Line Manager to act to remove blocks		
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
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	Subject Lead
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	Subject Lead in discussion 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	Subject Lead SL Line Manager involved if there is an issue

Risks	Possible remedial action		Staff
	Forward planning to reduce risk	**Action if risk occurs**	
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 of concern arises Seek guidance from awarding body if issues still evident	Subject Lead, SLT SLT SLT

Appendix 6: Mulberry UTC 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

A: Appeals against internally-assessed marks

1. The UTC 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. The UTC 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 his/her work, he/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 (Mulberry UTC Principal). 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. S/he 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 the UTC 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 Examinations Officer.

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 officer, 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 guidance[16].
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.

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's Exam 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 Examinations Officer, on behalf of the Head of Centre, to the timescale in the Internal Appeals Procedure.

Appendix 7: BTEC Internal Appeals procedure[17]

Appeals Procedures

a) It is the responsibility of the UTC 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 the UTC. 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 the UTC 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;

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[17] Included in the UTC's BTEC Assessment, internal verification and malpractice policy

- A re-assessment by an independent assessor;
- An opportunity to resubmit for assessment with a revised agreed timescale

Appendix 8: Candidate Malpractice

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, such as:

- sitting an examination in the name of another candidate;
- having possession in the examination room of unauthorised materials such as phones, notes, cases, leaflets, bags, stereos, iPods, MP3 players, watches, smart glasses and any other smart devices.
- talking or attempting to communicate with or disturb any other candidate once the exam has started;
- failing to follow instructions issued by the Examinations Officer 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;
- 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;
- misusing examination and assessment materials and resources such as exemplar materials;
- being in possession confidential material in advance of an examination;
- including offensive or obscene material in scripts, coursework or portfolios
- theft of another candidates work.

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

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

Procedure for preventing AI misuse

What is AI and when may it be used?

AI use refers to the use of AI tools to obtain information and content which might be used in work produced for assessments which lead towards qualifications.

AI chatbots are AI tools which generate text in response to user prompts and questions. Users can ask follow-up questions or ask the chatbot to revise the responses already provided. AI chatbots respond to prompts based upon patterns in the data sets (large language model) upon which they have been trained. They generate responses which are statistically likely to be relevant and appropriate. AI chatbots can complete tasks such as the following: Answering questions

- Analysing, improving, and summarising text

- Authoring essays, articles, fiction, and non-fiction

- Writing computer code

- Translating text from one language to another

- Generating new ideas, prompts, or suggestions for a given topic or theme

- Generating text with specific attributes, such as tone, sentiment, or formality

AI chatbots currently available include:

- ChatGPT (https://chat.openai.com/auth/login)

- Jenni AI (https://jenni.ai)

- Jasper AI (https://www.jasper.ai/)

- Writesonic (https://writesonic.com/chat/)

- Bloomai (https://huggingface.co/bigscience/bloom)

- Gemini (https://gemini.google.com/)

- Claude (https://claude.ai/) There are also AI tools which can be used to generate images, such as:
- Midjourney (https://midjourney.com/showcase/top/)

- Stable Diffusion (https://stablediffusionweb.com/)

- Dalle-E 2 (OpenAI) (https://openai.com/dall-e-2/)

There are also AI tools which can be used to generate music. These include:

- Soundraw (https://soundraw.io/)

- wavtool (https://wavtool.com/)

- Musicfy (https://create.musicfy.lol/)

The use of AI chatbots may pose significant risks if used by students completing qualification assessments. As noted above, they have been developed to produce responses based upon the statistical likelihood of the language selected being an appropriate response and so the responses cannot be relied upon. AI chatbots often produce answers which may seem convincing but contain incorrect or biased information. Some AI chatbots have been identified as providing dangerous and harmful answers to questions and some can also produce fake references to books/ articles by real or fake people.

How is AI use acknowledged at Mulberry UTC?

At Mulberry UTC students are clear about the importance of referencing the sources they have used when producing work for an assessment, and that they know how to do this. Appropriate referencing should be used to demonstrate academic integrity and is key to maintaining the integrity of assessments. If a student uses an AI tool which provides details of the sources it has used in generating content, these sources must be verified by the student and referenced in their work in the normal way. Where an AI tool does not provide

such details, students should ensure that they independently verify the AI-generated content – and then reference the sources they have used.

In addition to the above, where students use AI, they must acknowledge its use and show clearly how they have used it. This allows teachers and assessors to review how AI has been used and whether that use was appropriate in the context of the particular assessment. This is particularly important given that AI-generated content is not subject to the same academic scrutiny as other published sources.

Where AI tools have been used as a source of information, a student's acknowledgement must show the name of the AI source used and should show the date the content was generated. For example: ChatGPT 3.5 (https://openai.com/ blog/chatgpt/), 25/01/2024. The student must retain a copy of the question(s) and computer-generated content for reference and authentication purposes, in a noneditable format (such as a screenshot) and provide a brief explanation of how it has been used.

This must be submitted with the work the student submits for assessment, so the teacher/assessor is able to review the work, the AI-generated content and how it has been used. Where this is not submitted, and the teacher/assessor suspects that the student has used AI tools, the teacher/assessor will need to consult the centre's malpractice policy for appropriate next steps and should take action to assure themselves that the work is the student's own.

Other actions which should be considered in relation to acknowledging AI use are:

a) Students being reminded that, as with any source, poor referencing, paraphrasing and copying sections of text may constitute malpractice, which can attract severe sanctions including disqualification – in the context of AI use, students must be clear what is and what is not acceptable in respect of acknowledging AI content and the use of AI sources. For example, it would be unacceptable to simply reference 'AI' or 'ChatGPT', just as it would be unacceptable to state 'Google' rather than the specific website and webpages which have been consulted;

b) Students should also be reminded that if they use AI so that they have not independently met the marking criteria, they will not be rewarded

How AI use will be treated

Staff should use AI detectors such as Quillbot to verify concerns about the authenticity of student work. Staff should also use their judgement by taking into consideration the following signs of AI use:

a) A default use of American spelling, currency, terms and other localisations*

b) A default use of language or vocabulary which might not accord with the qualification level*

c) A lack of direct quotations and/or use of references where these are required/ expected~

d) Inclusion of references which cannot be found or verified (some AI tools have provided false references to books or articles by real authors)

e) A lack of reference to events occurring after a certain date (reflecting when an AI tool's data source was compiled), which might be notable for some subjects

f) Instances of incorrect/inconsistent use of first-person and third-person perspective where generated text is left unaltered

g) A difference in the language style used when compared to that used by a student in the classroom or in other previously submitted work 10

h) A variation in the style of language evidenced in a piece of work, if a student has taken significant portions of text from AI and then amended this

i) A lack of graphs/data tables/visual aids where these would normally be expected

j) A lack of specific local or topical knowledge

k) Content being more generic in nature rather than relating to the student themself, or a specialised task or scenario, if this is required or expected

l) The inadvertent inclusion by students of warnings or provisos produced by AI to highlight the limits of its ability, or the hypothetical nature of its output

m) The submission of student work in a typed format, where their normal output is handwritten

n) The unusual use of several concluding statements throughout the text, or several repetitions of an overarching essay structure within a single lengthy essay, which can be a result of AI being asked to produce an essay several times to add depth and variety or to overcome its output limit

o) The inclusion of strongly stated non-sequiturs or confidently incorrect statements within otherwise cohesive content

p) Overly verbose or hyperbolic language that may not be in keeping with the candidate's usual style

If a teacher's suspicions are confirmed and the student has not signed the declaration of authentication, the student should immediately be made aware of what malpractice is, how to avoid malpractice, how to properly reference sources and acknowledge AI tools, etc.

Teachers must not accept work which is not the student's own. The Head of Centre has the responsibility for ensuring that students do not submit inauthentic work. If AI misuse is detected or suspected by the centre and the declaration of authentication has been signed, the case must be reported to the relevant awarding organisation.

Appendix 9: 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 the UTC. 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.

	Potential causes of disruption	Criteria for implementation of the plan	Centre Actions
1	Examinations Officer 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 external 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 brief on exam timetables or requirements	The Finance and Resources Officer shadows the Examinations Officer through the exam season and is 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 examinations Officer 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 Officer at Mulberry School for Girls if needed.

	Potential causes of disruption	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 LCQ inspection • Application for Access Arrangements not submitted to Awarding Body • 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 SEND lead will collate evidence of the needs of students who may be eligible for access arrangements The Examinations Officer will communicate with the external assessor and the awarding bodies and inform staff of those who have been award access arrangements The Examinations Officer will schedule rooms and staff for access arrangements Staff contributing to access arrangements will be trained by a member of staff with experience in providing access arrangements and the

	Potential causes of disruption	Criteria for implementation of the plan	Centre Actions
		• Staff providing support to access arrangement candidates not allocated and/or trained	Examinations Officer. The SENDCo's training package will be used.
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 Officer will review and, if necessary, recruit new invigilators in September each year. If recruitment seems to be difficult, Examinations Officer to work in Partnership with Mulberry School for Girls. 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. A few members of non-classroom support staff will be trained so that they can step in in an emergency.
4	Exam rooms – lack of appropriate rooms of main venues unavailable at short notice	• Examinations Officer 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. Examinations Officer books rooms well in advance of exams and gives SLT and subject teams good notice of room changes. Examinations Officer has planned back up venues. Cover officer to support with last minute changes. For unexpected unavailability, SLT and Examinations Officer to consider supervision of exam candidates and staggering the times of exams if insufficient or suitable rooms not identifiable
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

	Potential causes of disruption	Criteria for implementation of the plan	Centre Actions
		•	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 Examinations Officer and the Data Officer to go to Mulberry School for Girls to download results as above.
			If there is a risk of missing an available window for an online exam, UTC Examinations Officer will arrange to take students to Mulberry School for Girls to sit the exam.
6	Disruption of teaching time – UTC or part of the UTC 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	Principal 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 learning and the UTC's VLE. Communicate with the awarding bodies for advice on managing time that remains
7	Candidates unable to take examinations because of a crisis – UTC 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

	Potential causes of disruption	Criteria for implementation of the plan	Centre Actions
			Candidates to be included at neighbouring centres wherever possible (mutual arrangements currently being made) and in agreement with the relevant awarding organisations
			Apply to awarding bodies for special consideration for candidates
	Potential causes of disruption	Criteria for implementation of the plan	Centre Actions
			Offer candidates the opportunity to sit any examinations missed at the next available series
8	Centre unable to open and 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 The UTC 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 the JCQ Centre Inspection Service must be contacted immediately and see 9 below
9	Disruption of the distribution of exam papers	• Examination papers do not reach the UTC in advance of the examination	Exams Officer to contact the Awarding Bodies in good time to organise an alternative delivery of papers Exams Officer to arrange for access to the exam papers on the day of the exam through the Awarding Body's secure website
10	Disruption to the transportation of completed examination scripts	• Delay in normal collection arrangements for completed examination scripts	Examinations Officer to ensure secure storage of completed examination scripts until collection If significant delay, and with the approval of the awarding body, Examinations Officer 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	Examinations Officer 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
12.	Cyber attack	• Where it is identified that a cyber-attack may compromise any aspect of the delivery of examinations	Exams Officer will work with IT and make contact with the relevant awarding body to seek further guidance Senior leaders will monitor the situation and take any action required as directed by the awarding bodies If the school system is significantly compromised for an exam that requires ICT for completion, the school may need to transport students to an alternative venue

	Potential causes of disruption	Criteria for implementation of the plan	Centre Actions
			Arrange for Candidates to retake assessment that has been affected at a subsequent reassessment window, if possible
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	As 5 above for downloading results /preparing statements

Post-result services will be applied for by fax, having informed the awarding bodies

If this is the result of the centre being unable to open, an alternative venue for results collection will be sought from Mulberry School for Girls and Mulberry Academy Shoreditch

SLT to contact students and parents about new arrangements and post information on school website |

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-northernireland/joint-contingency-plan-in-the-event-of-widespread-disruption-to-the-examination-system-in-england-wales-and-northener-ireland

JCQ

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

Guidance on alternative site arrangements http://jcq.org.uk/exams-office/forms

Instructions for conducting examinations http://jcq.org.uk/exams-office/ice---instructions-forconductin-examinations

A Guide to the special consideration process http://jcq.org.uk/exams-office/access-arrangements-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/teaching-time-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://www.gov.uk/government/publications/dispatch-of-exam-scripts-yellow-label-service/dispatch-of-exam-scripts/guide

Appendix 10: Key dates for NCFE exams

*Year of 1st Delivery	Approval Period
2023/2024	27 February 2023 - 30 June 2023
2024/2025	26 February 2024 - 28 June 2024
2025/2026	24 February 2025 - 27 June 2025

Assessment Year	Key Dates Schedule to Providers	Standard Student Registration	Late Student Registration	Very Late Student Registration	Final Date for Submission of Reasonable Adjustments to Suppliers	Final Date for Submission of Special Considerations to Suppliers
2023/2024	01 July 2023	01 September 2023 – 01 November 2023	02 November 2023 – 23 December 2023	24 December 2023– 31 July 2024	To be declared at point of registration/entry, is specific to each T Level qualification and so aligns to the registration and entry deadlines detailed in Section 4	To be submitted no later than 5 working days after an assessment has taken place or assessment window has closed
2024/2025	01 July 2024	01 September 2024 – 01 November 2024	02 November 2024 – 23 December 2024	24 December 2024 – 31 July 2025		

Assessment Session	Restricted Release from NCFE to Providers	Release from Providers to Students	Request for Review of Marking/Moderation (ROMM)	Expedited Request for Review of Marking/Moderation (ROMM)	Appeals	Certificates issued by the Manage T Level Results Service
Summer 2023	16 August 2023	17 August 2023	21 September 2023			From August 2023
Autumn 2023	20 March 2024	21 March 2024	25 April 2024	To be submitted within 7 calendar days of the result release date from providers to students	To be submitted within 30 calendar days of the outcome of a ROMM	From March 2024
Summer 2024	14 August 2024	15 August 2024	19 September 2024			From August 2024
Autumn 2024	19 March 2025	20 March 2025	24 April 2025			From March 2025
Summer 2025	20 August 2025	21 August 2025	25 September 2025			From August 2025

T Level Technical Qualification in Health (Level 3) (delivered by NCFE) (603/7066/X)

Advance Assessment Materials

Assessment Session	Assessment	Date to Providers	Date to Students
Autumn 2023	Employer Set Project (Supporting Healthcare)	16 October 2023	N/A (pre-release to providers only)
Summer 2024	Employer Set Project (Supporting Healthcare)	16 April 2024	N/A (pre-release to providers only)
Summer 2024	Occupational Specialism Supporting Healthcare Assignment 2 (all Options) Part 1	21 March 2024	N/A (pre-release to providers only)
Summer 2024	Occupational Specialism Supporting the Adult Nursing Team Assignment 2 Part 2	21 March 2024	N/A (pre-release to providers only)
Summer 2024	Occupational Specialism Supporting the Midwifery Team Assignment 2 Part 2	21 March 2024	N/A (pre-release to providers only)
Summer 2024	Occupational Specialism Supporting the Mental Health Team Assignment 2 Part 2	21 March 2024	N/A (pre-release to providers only)
Summer 2024	Occupational Specialism Supporting the Care of Children and Young People Assignment 2 Part 2	21 March 2024	N/A (pre-release to providers only)
Summer 2024	Occupational Specialism Supporting the Therapy Teams Assignment 2 Part 2	21 March 2024	N/A (pre-release to providers only)

T Level Technical Qualification in Health (Level 3) (delivered by NCFE) (603/7066/X)

Advance Assessment Materials (continued)

Assessment Session	Assessment	Date to Providers	Date to Students
Autumn 2024	Employer Set Project (All pathways)	14 October 2024	N/A (pre-release to providers only)
Summer 2025	Employer Set Project (All pathways)	04 April 2025	N/A (pre-release to providers only)
Summer 2025	Occupational Specialism Supporting Healthcare Assignment 2 (all Options) Part 1	20 March 2025	N/A (pre-release to providers only)
Summer 2025	Occupational Specialism Supporting the Adult Nursing Team Assignment 2 Part 2	20 March 2025	N/A (pre-release to providers only)
Summer 2025	Occupational Specialism Supporting the Midwifery Team Assignment 2 Part 2	20 March 2025	N/A (pre-release to providers only)
Summer 2025	Occupational Specialism Supporting the Mental Health Team Assignment 2 Part 2	20 March 2025	N/A (pre-release to providers only)
Summer 2025	Occupational Specialism Supporting the Care of Children and Young People Assignment 2 Part 2	20 March 2025	N/A (pre-release to providers only)
Summer 2025	Occupational Specialism Supporting the Therapy Teams Assignment 2 Part 2	20 March 2025	N/A (pre-release to providers only)

T Level Technical Qualification in Health (Level 3) (delivered by NCFE) (603/7066/X)

Core Components

Assessment Session	Entry Deadline	Late Entry Deadline	Very Late Entry Deadline	Employer Set Project	Core Paper A	Core Paper B
Autumn 2023	23 October 2023	30 October 2023	03 November 2023	**Overall** 06 November 2023 - 17 November 2023 Total Duration 14 hours 30 minutes*(plus 2 hours preparation time)	07 December 2023 1.00pm Duration 2 hours 30 minutes	14 December 2023 1.00pm Duration 2 hours 30 minutes
Summer 2024	22 April 2024	29 April 2024	03 May 2024	**Overall** 07 May 2024 - 20 May 2024 Total Duration 14 hours 30 minutes*(plus 2 hours preparation time)	13 June 2024 1.00pm Duration 2 hours 30 minutes	20 June 2024 1.00pm Duration 2 hours 30 minutes
Autumn 2024	21 October 2024	28 October 2024	01 November 2024	**Overall** 04 November 2024 - 15 November 2024 Total Duration 14 hours 30 minutes*(plus 2 hours preparation time)	05 December 2024 1.00pm Duration 2 hours 30 minutes	12 December 2024 1.00pm Duration 2 hours 30 minutes
Summer 2025	17 April 2025	28 April 2025	02 May 2025	**Overall** 12 May 2025 - 23 May 2025 Total Duration 14 hours 30 minutes*(plus 2 hours preparation time)	12 June 2025 1.00pm Duration 2 hours 30 minutes	19 June 2025 1.00pm Duration 2 hours 30 minutes

(a) Supporting the Adult Nursing Team - (Option A)

Assessment Session	Entry Deadline	Late Entry Deadline	Very Late Entry Deadline	Assignment 1	Assignment 2*	Assignment 3
Summer 2024	04 March 2024	11 March 2024	15 March 2024	18 March 2024 – 28 March 2024 Duration 4 hours 30 minutes (inclusive of 20 minute rest break)	**Part 1: Practical Activity Assessment (PAA) Core** 15 April 2024 – 26 April 2024 Duration 1 hour to 1 hour 30 minutes **Part 2: Practical Activity Assessment (PAA) Option** 29 April 2024 – 17 May 2024 Duration 1 hour 15 minutes to 2 hours 15 minutes	03 June 2024 – 14 June 2024 Duration 1 hour 45 minutes (including 45 minutes' preparation time)
Summer 2025	24 February 2025	03 March 2025	07 March 2025	10 March 2025 – 20 March 2025 Duration 4 hours 30 minutes (inclusive of 20 minute rest break)	**Part 1: Practical Activity Assessment (PAA) Core** 24 March 2025 – 04 April 2025 Duration 1 hour to 1 hour 30 minutes **Part 2: Practical Activity Assessment (PAA) Option** 28 April 2025 – 16 May 2025 Duration 1 hour 15 minutes to 2 hours 15 minutes	02 June 2025 – 13 June 2025 Duration 1 hour 45 minutes (including 45 minutes' preparation time)