



EXAMINATIONS POLICY

October 2019
ANNUAL REVIEW

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Purpose of the Policy

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

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

“... the integrity and security of the examination/assessment system is maintained at all times and is not brought into disrepute” [JCQ [General regulations for approved centres](#)1]

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

This policy is reviewed annually to ensure ways of working in the centre are accurately reflected and that exams and assessments are conducted to current JCQ (and awarding body) regulations, instructions and guidance.

This policy will be emailed to all centre staff and published on the school website.

Roles and responsibilities overview

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

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

Head of centre

- Understands the contents, refers to and directs relevant centre staff to annually updated JCQ publications including:
 - [General regulations for approved centres](#) (GR)
 - [Instructions for conducting examinations](#) (ICE)
 - [Access Arrangements and Reasonable Adjustments](#) (AA)
 - [Suspected Malpractice in Examinations and Assessments](#) (SMEA)
 - [Instructions for conducting non-examination assessments](#) (NEA) (and the instructions for conducting controlled assessment and coursework)
- Ensures the National Centre Number Register Annual Update (administered on behalf of the JCQ member awarding bodies by OCR) is responded to and approves the Head of Centre formal declaration
- Ensures the exams manager attends appropriate training events offered by awarding bodies, MIS providers and other external providers to enable the exam process to be effectively managed and administered
- Ensures centre staff are supported and appropriately trained to undertake key tasks within the exams process
- Ensures centre staff undertake key tasks within the exams process and meet internal deadlines set by the Exams officer

- Ensures “that a teacher who teaches the subject being examined, or a senior member of teaching staff who has had overall responsibility for the candidates preparation for the examination, **is not an invigilator during the examination or on-screen test;**” [ICE 6]
- Ensures security within the examination process is managed according to JCQ and awarding body regulations, guidance and instructions
- Ensures risks to the exam process are assessed and appropriate risk management processes/contingency plans are in place
- Ensures required internal appeals procedures are in place
- Ensures a disability policy for exams showing the centre’s compliance with relevant legislation is in place
- Ensures the centre has documented processes in place relating to access arrangements and reasonable adjustments
- Ensures staff are only entered for qualifications through the centre where entry through another centre is not available
- Ensures the appropriate steps are taken where a candidate being entered for exams is related to a member of centre staff

Exams Officer

The **examinations officer** is the person appointed by a head of centre to act on behalf of the centre in matters relating to the administration of awarding body examinations and assessments.”

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R 1] □ Understands the contents of annually updated JCQ publications including:

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

Senior leaders (SLT)

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

Special educational needs co-ordinator (SENDCo)

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

Head of faculty (HoF)/Subject teacher

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

Teaching staff

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

Invigilators

- Attend training, update, briefing and review sessions as required
- Provide information as requested on their availability to invigilate

Reception staff

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

Site staff

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

Candidates

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

The exam cycle

The exams management and administration process that needs to be undertaken for each **exam series** is often referred to as the **exam cycle** and relevant tasks required within this grouped into the following stages:

- planning
- entries
- pre-exams
- exam time
- results and post-results

This policy identifies roles and responsibilities of centre staff within this cycle.

Planning: roles and responsibilities

Information sharing

Exams officer

- Signposts relevant centre staff to annually produced JCQ publications including [GR](#), [ICE](#), [AA](#), [SMEA](#) and [NEA](#) and awarding body documentation relating to the exams process that has been updated
- Signposts relevant centre staff to JCQ information that should be provided to candidates
- As the centre administrator, approves relevant access rights for centre staff to access awarding body secure extranet sites

Information gathering

Exams officer

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

Head of faculty/Subject teacher

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

Access arrangements

SENDCo

- Assesses candidates (or works with the appointed access arrangements assessor) to identify access arrangements requirements
- Gathers **evidence** to support the need for access arrangements for a candidate
- Liaises with teaching staff to gather evidence of **normal way of working** of an affected candidate
- Determines candidate eligibility for arrangements or adjustments that are centre-delegated
- Gathers signed **data protection notices** from candidates where required
- Assisted by the Exams officer applies for **approval** through *Access arrangements online* (AAO), where required or through the awarding body where qualifications sit outside the scope of AAO
- Keeps relevant paperwork and evidence on file for JCQ inspection purposes
- Employs good practice in relation to the Equality Act 2010
- Liaises with the Exams officer regarding exam time arrangements for access arrangement candidates
- Ensures staff appointed to facilitate access arrangements for candidates are appropriately trained and understand the rules of the particular arrangement(s)
- Provides and annually reviews a centre policy on the **use of word processors** in exams and assessments
- Ensures criteria for candidates granted **separate invigilation within the centre** is clear, meets JCQ regulations and best meets the needs of individual candidates and remaining candidates in main exam rooms

Senior Leaders, Head of faculty, Teaching staff

- Support the SENDCo in identifying and implementing appropriate access arrangements

Internal assessment

Head of centre

- Ensures an **internal appeals procedure** is in place for a candidate (or parent/carer) to appeal against an internally assessed marks (see Roles and responsibilities overview)
- Ensures a policy for the **management of controlled assessment** is in place for legacy GCSE qualifications, identifying staff responsibilities and examining potential risks
- Ensures a **non-examination assessment policy** is in place for new GCE and GCSE qualifications
- Ensures irregularities are investigated and any cases of suspected malpractice reported to the awarding body, as required

Senior leaders

- Ensure teaching staff have the necessary and appropriate knowledge, understanding, skills, and training to set tasks, conduct task taking, and to assess, mark and authenticate candidates' work.
- Ensure appropriate internal moderation, standardisation and verification processes are in place.

Head of faculty/Subject teacher

- Ensures teaching staff delivering legacy GCSE qualifications follow JCQ [*Instructions for conducting controlled assessments*](#) and the specification provided by the awarding body
- Ensures teaching staff delivering legacy GCE unitised AS and A-level qualifications and Entry Level or Project qualifications follow JCQ [*Instructions for conducting coursework*](#) and the specification provided by the awarding body
- Ensures teaching staff delivering new GCSE specifications follow JCQ [*Instructions for conducting non-examination assessments*](#) and the specification provided by the awarding body
- For other qualifications, ensures teaching staff follow appropriate instructions issued by the awarding body

Teaching staff

- Ensure appropriate instructions for conducting internal assessment are followed
- Ensure candidates are aware of JCQ and awarding body information for candidates on producing work that is internally assessed

Exams manager

- Identifies relevant key dates and administrative processes that need to be followed in relation to internal assessment

Invigilation

Head of Centre

- Ensures relevant support is provided to the EO in recruiting, training and deploying a team of invigilators
- Determines if additional invigilators will be deployed in practical exams in addition to the subject teacher

Exams Officer

- Recruits additional invigilators where required to effectively cover all exam periods/series' throughout the academic year
- Provides an annual training event for new invigilators and an update event for invigilators on the conduct of exams

- Ensures invigilators supervising access arrangement candidates understand their role (and the role of a facilitator who may be supporting a candidate) and the rules and regulations of the access arrangement(s)
- Ensures invigilators are made aware of the Equality Act 2010 and are trained in disability issues.
- Collects evaluation of training to inform future events

Entries: roles and responsibilities

Estimated entries

Exams Officer

- Requests estimated or early entry information, where this may be required by awarding bodies, from HoFs/Subject teachers in a timely manner to ensure awarding body external deadlines for submission can be met.

Head of faculty/Subject teacher

- Provides information requested by the Exams officer to the internal deadline
- Informs the Exams Officer immediately of any subsequent changes to information

Final entries

Exams officer

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

Head of faculty/Subject teacher

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

Entry fees

The centre pays any initial registration fees and exam entry fees.

Candidates must pay the fee for an enquiry about a result (EAR) should the centre not agree to make the enquiry and the candidate insists on pursuing it.

Re-marks or Access to Scripts will be paid centrally where agreed but may be charged to the faculty or the candidate must make the payment when the request is made.

Late entries

Exams officer

- Has clear entry procedures in place to minimise the risk of late entries

Head of faculty/Subject teacher

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

Pre-exams: roles and responsibilities

Access arrangements

SENDCo

- Ensures appropriate arrangements, adjustments and adaptations are in place to facilitate access for candidates where they are disabled within the meaning of the Equality Act (unless a temporary emergency arrangement is required at the time of an exam)
- Ensures a candidate is involved in any decisions about arrangements, adjustments and /or adaptations that may be put in place for him/her
- Ensures exam information (JCQ information for candidates information, individual exam timetable etc.) is adapted where this may be required for a disabled candidate to access it
- Allocates appropriately trained centre staff to facilitate access arrangements for candidates in exams and assessments

Briefing candidates

Exams officer

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

Dispatch of exam scripts

Exams officer

- Identifies and confirms arrangements for the dispatch of candidate exam scripts with the DfE 'yellow label service' or the awarding body where qualifications sit outside the scope of the service

Estimated grades

Head of faculty/Subject teacher

- Where required, ensures teaching staff provide estimated grade information to the Exams officer by the internal deadline (where this still may be required by the awarding body)

Exams officer

- Submits estimated grade information to awarding bodies, to meet the external deadline (where this may still be required by the awarding body)
- Keeps a record to track what has been sent

Internal assessment

Head of centre

- Ensures procedures are in place for candidates to appeal internally assessed marks or request a review of the centre's marking of an assessment (when a centre is required to make reviews available)

SENDCo

- Liaises with teaching staff to implement appropriate access arrangements for candidates undertaking internal assessments

Teaching staff

- Support the SENDCo in implementing appropriate access arrangements for candidates undertaking internal assessments
- Ensure candidates are informed of internal assessment decisions prior to marks being submitted to awarding bodies

Head of faculty/Subject teacher

- Ensures teaching staff provide marks for internally assessed components of qualifications to the EM to the internal deadline
- Ensures teaching staff authenticate candidates' work to the awarding body requirements
- Ensures teaching staff provide required samples of work for moderation to the EM to the internal deadline

Exams officer

- Submits marks and samples to awarding bodies/moderators to meet the external deadline
- Keeps a record to track what has been sent
- Ensures teaching staff are aware of the requirements in terms of retention and subsequent disposal of candidates' work

Candidates

- Authenticate their work as required by the awarding body

Invigilation

Exams officer

- Provides an invigilation handbook or briefs invigilators accordingly
- Deploys invigilators effectively to exam rooms throughout an exam series
- Allocates invigilators to exam rooms according to the required ratios
- Liaises with the SENDCo regarding the facilitation and invigilation of access arrangement candidates

SENDCo

- Liaises with the Exams officer regarding facilitation and invigilation of access arrangement candidates

Invigilators

- Provide information as requested on their availability to invigilate throughout an exam series

JCQ inspection visit

Exams officer or Senior leader

- Accompanies “the Inspector **throughout** the course of his or her centre visit, including inspection of the centre’s secure storage facility.” [[ICE](#) Introduction]

Seating and identifying candidates in exam rooms

Exams officer

- Ensures a procedure is in place to verify candidate identity
- Ensures invigilators are aware of the procedure
- Provides seating plans for exam rooms according to JCQ and awarding body requirements

Invigilators

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

Security of exam materials

Exams officer

- Has a process in place to record confidential materials delivered to the centre and issued to authorised staff
- Has in place a recording system to track confidential materials taken from or returned to secure storage throughout the time the material is confidential
- Receives, checks and securely stores question papers and other exam materials according to JCQ and awarding body requirements

Reception staff

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

Teaching staff

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

Timetabling and rooming

MIS team

- Produces a master centre exam timetable for each exam series
- Identifies and resolves candidate exam clashes
- Identifies exam rooms and specialist equipment requirements
- Allocates invigilators to exam rooms according to required ratios
- Liaises with site staff to ensure exam rooms are set up according to JCQ and awarding body requirements
- Liaises with the SENDCo regarding rooming of access arrangement candidates
- Publishes room change information for all staff

SENDCo

- Liaises with the Exams officer regarding rooming of access arrangement candidates
- Liaises with other relevant centre staff to ensure appropriate arrangements, adjustments and adaptations are in place to facilitate access for disabled candidates to exams

Site staff/Business manager

- Liaise with the Exams officer to ensure exam rooms are set up according to JCQ and awarding body requirements

Internal exams

Exams officer

- Prepares for the conduct of internal exams under external conditions
- Provides a centre exam timetable of subjects and rooms
- Provides seating plans for exam rooms
- Requests internal exam papers from teaching staff
- Arranges invigilation

SENDCo

- Liaises with teaching staff to make appropriate arrangements for access arrangement candidates

Teaching staff

- Provide exam papers and materials to the Exams officer in a timely manner and not less than 3 days prior to the scheduled exam(s)
- Support the SENDCo in making appropriate arrangements for access arrangement candidates

Exam time: roles and responsibilities

Access arrangements

Exams officer

- Provides cover sheets for access arrangement candidates' scripts where required for particular arrangements
- Has a process in place to deal with emergency access arrangements as they arise at the time of exams
- applies for approval through AAO where required or through the awarding body where qualifications sit outside the scope of AAO

Candidate absence

Invigilators

- Are informed of the policy/process for dealing with absent candidates through training
- Ensure that confirmed absent candidates are clearly marked as such on the attendance register and seating plan
- Inform Student Services/Attendance Clerk and Subject Teacher/Head of House of absent candidates

Student Services/Attendance Clerk

- Contact student/parent regarding examination absence
- Pass on reply to Head of House/Exams Officer

Head of House

- Informs student/parent of any exam charges that will be payable due to non-attendance

Finance officer

- Invoices raised and posted to the relevant students/parents for fees payable due to non-attendance

Candidate late arrival

Exams officer

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

Invigilators

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

Conducting exams

Head of centre

- Ensures venues used for conducting exams meet the requirements of JCQ and awarding bodies

Exams officer

- Ensures exams are conducted according to JCQ and awarding body instructions
- Uses an *exam day checklist* to ensure each exam session is fully prepared for, unplanned events can be dealt with and associated follow-up is completed

Dispatch of exam scripts

Exams officer

- Dispatches scripts as instructed by JCQ and awarding bodies
- Keeps appropriate records to track dispatch

Exam papers and materials

Exams officer

- Organises exam question papers and associated confidential resources in date order in secure storage
- Attaches erratum notices received to relevant exam question paper packets
- Compiles 'day folders' in a timely manner for relevant examination material, attendance registers, seating plans, etc
- Records examiner details in exam season folder
- Regularly checks mail or inbox for updates from awarding bodies
- In order to avoid potential breaches of security, ensures prior to question paper packets being opened that another member of staff or an invigilator checks the time, date and paper details
- Where allowed by the awarding body, only releases exam papers and materials to teaching departments for teaching and learning purposes after the published finishing time of the exam, or until any clash candidates have completed the exam

Exam rooms

Head of centre

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

Exams officer

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

Senior leaders

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

Site staff

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

Invigilators

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

Candidates

- Are required to remain in the exam room for the full duration of the exam

Irregularities

Head of centre

- Ensures any cases of suspected malpractice (by centre staff, candidates, invigilators) are investigated and reported to the awarding body as required

Senior leaders

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

Exams officer

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

Invigilators

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

Special consideration

Exams officer

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

Candidates

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

Invigilators

- Are informed of the arrangements through training

Internal exams

Exams manager

- Briefs invigilators on conducting internal exams
- Returns candidate scripts to teaching staff for marking

Invigilators

- Conduct internal exams as briefed by the Exams officer

Results and post-results: roles and responsibilities

Internal assessment

Head of faculty/Subject teacher

- Ensures teaching staff keep candidates' work, whether part of the moderation sample or not, secure and for the required period stated by JCQ and awarding bodies
- Ensures work is returned to candidates or disposed of according to the requirements

Managing results day(s)

Senior leaders

- Identify centre staff who will be involved in the main summer results day(s) and their role
- Ensures senior members of staff are accessible to candidates after the publication of results

Exams officer

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

Site staff/Business manager

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

Accessing results

Exams officer

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

Post-results services

Head of centre

- Ensures internal appeals procedures are available where candidates disagree with a centre decision:
 - not to support an enquiry about results
 - not to appeal against the outcome of an enquiry about results
- (Ofqual has announced a series of changes to reviews of marking and appeals which may affect the centre's internal appeals procedures)

Exams officer

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

Teaching staff

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

Candidates

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

Analysis of results

Exams officer

- Provides results information to external organisations where required
- Undertakes the *secondary school and college (key stage 4/16-18) performance tables September checking exercise*
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Certificates

Certificates are provided to centres by awarding bodies after results have been confirmed. Certificates will be presented to candidates at an Awards Evening in the autumn term.

Candidates

- May arrange for certificates to be collected on their behalf by providing the Exams officer with written or email permission/authorisation; authorised persons must provide ID evidence on collection of certificates
- School is only obliged to retain certificates for a period of one year after issue

Review: roles and responsibilities

Exams officer

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

Senior leaders

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

Retention of records: roles and responsibilities

Exams officer

Keeps records as required by JCQ and awarding bodies for the required period

Keeps records as required by the centre's records management policy

Appendices

Appendix 1:

Exam Contingency Plan Policy October 2019

Contents

Purpose of the plan

Causes of potential disruption to the exam process

1. Exam officer extended absence at key points in the exam process (cycle)
2. SENDCo extended absence at key points in the exam cycle
3. Teaching staff extended absence at key points in the exam cycle
4. Invigilators - lack of appropriately trained invigilators or invigilator absence
5. Exam rooms - lack of appropriate rooms or main venues unavailable at short notice
6. Failure of IT systems
7. Disruption of teaching time – centre closed for an extended period
8. Centre unable to open as normal during the exams period
9. Candidates unable to take examinations because of a crisis – centre remains open
10. Exam Papers not arrived in time / Students issued with wrong exam papers
11. Disruption to the transportation of completed examination scripts
12. Assessment evidence is not available to be marked
13. Centre unable to distribute results as normal

Purpose of the plan

This plan examines potential risks and issues that could cause disruption to the management and administration of the exam process at Tupton Hall School. By outlining actions/procedures to be followed in case of disruption it is intended to mitigate the impact these disruptions have on our exam process.

Alongside internal processes, this plan is informed by information contained in the *Joint contingency plan for the examination system in England, Wales and Northern Ireland* where it is stated that “Centres should prepare plans for any disruption to examinations as part of their general emergency planning. It is important to ensure that relevant centre staff are familiar with the plan.

Causes of potential disruption to the exam process

1. Exam officer extended absence at key points in the exam process (cycle)

Criteria for implementation of the plan

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

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

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

- *Pre-exams*
- candidates not briefed on exam timetables and awarding body information for candidates
- exam timetabling, rooming allocation; and invigilation schedules not prepared □
exam/assessment materials and candidates' work not stored under required secure conditions
- internal assessment marks and samples of candidates' work not submitted to awarding bodies/external moderators

- *Exam time*
- exams/assessments not taken under the conditions prescribed by awarding bodies
- required reports/requests not submitted to awarding bodies during exam/assessment periods e.g. very late arrival, suspected malpractice, special consideration
- candidates' scripts not dispatched as required to awarding bodies

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

- **Centre actions:**
- SLT to nominate a 'deputy' to cover the role / task. This would usually be the Exams Assistant. Extra help could be called on from the Lead Invigilator, currently **Julie Preston**.
- Extra Hours should be allocated to the deputy to ensure there are sufficient hours to cover the work required.

Relief staff to be given access to secure storage procedures, including key codes for the doors, usernames and passwords for the staff network and exams websites

Always report long term absence to the Exam Boards and the MIS team so they are aware of the situation. They are quite often prepared to help and can be flexible with deadlines etc. in these circumstances.

2. SENDCo extended absence at key points in the exam cycle

Criteria for implementation of the plan

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

- *Planning*
- candidates not tested/assessed to identify potential access arrangement requirements □
evidence of need and evidence to support normal way of working not collated
- *Pre-exams*
- approval for access arrangements not applied for to the awarding body
- modified paper requirements not identified in a timely manner to enable ordering to meet external deadline
- staff providing support to access arrangement candidates not allocated and trained
- *Exam time*
- access arrangement candidate support not arranged for exam rooms

- **Centre actions:**
- SLT to nominate a 'deputy' to cover the role / task.
- SLT to appoint qualified assessor to test candidates in place of the SENDCo.
- Approval from exam boards and exam arrangements could be passed to the Exams Office – with sufficient warning and planning time.
- SENDCO to arrange student support during all exams.

3. Teaching staff extended absence at key points in the exam cycle

Criteria for implementation of the plan

Key tasks not undertaken including:

- *Early/estimated entry information not provided to the exams officer on time; resulting in pre-release information not being received*
- *Final entry information not provided to the exams officer on time; resulting in:*
- *candidates not being entered for exams/assessments or being entered late*
- *late or other penalty fees being charged by awarding bodies*
- *Internal assessment marks and candidates' work not provided to meet submission deadlines*

- **Centre actions:**
- HOF's/ HOD's should take responsibility for any missing entries, coursework marks and any assessment marks in the absence of a member of teaching staff.
- Entries must be made on time to meet deadlines and avoid late fees. Amendments can always be made at a later date to confirm final entries.

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

Criteria for implementation of the plan

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

Centre actions:

- First check availability of other invigilators who said they were available for that slot.
- Check 'freed staff' to see if there is anyone else available who has not been used from that teaching period. (Summer season - Daily staff timetables will be in the red Summer Timetable file)
- Check with cover to see if they have any free staff.
- See if it is possible to amalgamate any of the access arrangement rooms to release an invigilator. As a last resort, call upon HOF/Learning Leaders or SLT to invigilate.

5. Exam rooms - lack of appropriate rooms or main venues unavailable at short notice

Criteria for implementation of the plan

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

Centre actions:

- A Clear rooming plan for exams should be determined at the beginning of the Academic year.

Rooming is sorted through MIS team and shared with all staff.

- Room bookings must be made early enough in advance to ensure there are sufficient rooms for exam students.
- If there is an emergency on the day, the free room calendar must be checked first and moves made accordingly.
- If all students are in exams at any one time, then the rooms used by that Year group in that period, should be free and can be booked for exams.
- If no possibility of any free rooms, refer to SLT for advice.

6. Failure of IT systems

Criteria for implementation of the plan

- *MIS system failure at final entry deadline*
- *MIS system failure during exams preparation*
- *MIS system failure at results release time*

Centre actions:

- All Exam entries should be made well in advance of the deadline to avoid this issue in the first place. If the entries are left to the last minute and there is an IT failure, firstly ring the relevant exam boards to explain (They may give you an extension, but get that in writing).
- Try to access SIMS through another computer i.e. from home, or another SIMS users.
- Check that the IT team are aware of the exam results days to ensure smooth running of downloads.

7. Disruption of teaching time – centre closed for an extended period

Criteria for implementation of the plan

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

Centre actions:

- Where there is disruption to teaching time and students miss teaching and learning, it remains the responsibility of centre to prepare students, as usual, for examinations.
- In the case of modular courses, Tupton Hall School may advise candidates to sit examinations in an alternative series.
- Centre should have plans in place to facilitate alternative methods of learning.

8. Centre unable to open as normal during the exams period

Criteria for implementation of the plan

- Centre unable to open as normal for scheduled examinations

**In the event that the head of centre decides the centre cannot be opened for scheduled examinations, the relevant awarding body must be informed as soon as possible. Awarding bodies will be able to offer advice regarding the alternative arrangements for conducting examinations that may be available and the options for candidates who have not been able to take scheduled examinations.*

Centre actions:

- Centre to open for examinations and examination candidates only, if possible.
- Centre to use alternative venues in agreement with relevant awarding organisations (e.g. share facilities with other centres or use other public building, if possible)
- Centre may offer candidates an opportunity to sit any examinations missed at the next available series.
- Centre to apply to awarding organisations for special consideration for candidates where they have met the minimum requirements.
- Centre to ensure secure storage of scripts and return these where applicable to awarding bodies.
- Centre to review contingency plans in advance of each examination series.
- Centre to follow instructions from awarding bodies, and local/national agencies – including on decisions regarding appropriateness of opening the centre.
- Centre will prioritise students whose progression is most relevant where accommodation is an issue.
- Centre will follow standard emergency evacuation procedures during examinations where necessary.
- Centre will communicate all examination changes including venue to all stakeholders.

9. Candidates unable to take examinations because of a crisis – centre remains open

Criteria for implementation of the plan

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

Centre actions:

- Centre to liaise with candidates to identify whether the examination can be sat at an alternative venue in agreement with the relevant awarding organisations.
- Centre to offer candidates an opportunity to sit any examinations missed at the next available series.
- Centre to apply to awarding organisations for special consideration for candidates where they have met the minimum requirements. Candidates are only eligible for special consideration if they have been fully prepared and have covered the whole course but are affected by adverse circumstances beyond their control. If a candidate chooses not to sit an examination for other reasons they should be aware that special consideration rules will **not** apply.

10. Exam Papers not arrived in time / Students issued with wrong exam papers.

Criteria for implementation of the plan

- Candidates are unable to sit exam due to wrong paper being delivered.
- Examination papers not delivered to school on time.

Centre actions:

- Centre will check all exam papers upon arrival in school and will alert the appropriate Awarding Bodies of any discrepancies.
- If this happens on the day of the exam, contact the Exam Boards immediately. Awarding organisations to provide centres with electronic access to examination papers via a secure external network.

Awarding organisations to fax examination papers to centres if electronic transfer is not possible. Candidates to be supervised and kept under exam conditions until copies of the exam paper are available.

Candidates to sit the exam at a later start time on the timetabled exam day, wherever possible. The Examinations Officer would need to ensure that copies are received, made and stored under secure conditions

11. Disruption to the transportation of completed examination scripts

Criteria for implementation of the plan

- Delay in normal collection arrangements for completed examination scripts

Centre actions:

- In the first instance centres to seek advice from awarding organisations and normal collection agency regarding collection. Tupton Hall School should **not** make their own arrangements for transportation without approval from awarding organisations.
- Centre must ensure secure storage of completed examination papers until collection. All exams scripts must be stored in the secure Exams Office. If this is not accessible, then in the safe in the Main Front Office.

12. Assessment evidence is not available to be marked

Criteria for implementation of the plan

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

Centre actions:

- Notify Awarding Bodies immediately.
- Awarding organisations to generate candidate marks for affected assessments based on other appropriate evidence of candidate achievement as defined by the awarding organisations
- Candidates to retake affected assessment at subsequent assessment window.

13. Centre unable to distribute results as normal

Criteria for implementation of the plan

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

Centre actions:

- Centre to notify Awarding Bodies
- Centre to make arrangements to access its results at an alternative site (Possible to access from home)
- Centre to make arrangements to coordinate access to post results services from an alternative site
- Centre to share facilities with other centres if this is possible.

Appendix 2: Word Processor (for Examinations) Policy October 2019/20

Contents

Introduction

Principles for using a word processor

The use of a word processor

Word processors and their programmes

Laptops, Tablets and Word Processors

Accommodating word processors in examinations

Word processor statement

Introduction

This policy on the use of word processors in examinations and assessments is reviewed and updated annually, early in the autumn term, on the publication of updated JCQ regulations and guidance contained in the publications [Access Arrangements and Reasonable Adjustments](#) and [Instructions for conducting examinations](#).

References to 'AA' relate to JCQ *Access Arrangements and Reasonable Adjustments* and ICE to JCQ *Instructions for conducting examinations*.

Principles for using a word processor

Tupton Hall School complies with AA section 4 regulations as follows:

(AA 4.2.1)

- Candidates with access to word processors are allowed to do so in order to remove barriers for disabled candidates which prevent them from being placed at a substantial disadvantage as a consequence of persistent and significant difficulties.
- The use of word processors is only permitted whilst ensuring that the integrity of the assessment is maintained, at the same time as providing access to assessments for a disabled candidate.

(AA 4.2.2)

The use of a word processor is not granted where it will compromise the assessment objectives of the specification in question.

(AA 4.2.3)

Candidates may not require the use of a word processor in each specification. As subjects and their methods of assessments may vary, leading to different demands of our candidates, the need for the use of a word processor is considered on a subject-by-subject basis.

(AA 4.2.4)

- The use of a word processor is agreed/processed at the start of the course. Candidates are subsequently aware that they will have the use of a word processor for examinations and controlled assessments/coursework.
- Candidates are aware that they will have the use of a word processor for examinations and controlled assessments/coursework.

(AA 4.2.5)

- The use of a word processor for candidates is only granted if it reflects the support given to the candidate as their 'normal way of working', which is defined as support:
 - in the classroom; or
 - working in small groups for reading and/or writing; or
 - literacy support lessons; or
 - literacy intervention strategies; and/or

- in internal school tests and mock examinations

The use of a word processor

Tupton Hall School complies with AA section 5 as follows:

(AA 5.8.1)

- Provides a word processor with the spelling and grammar check facility/predictive text disabled (switched off).
- Only grants the use of a word processor to a candidate where it is their normal way of working (see 4.2.5 above) within the centre.
- Only grants the use of a word processor to a candidate if it is appropriate to their needs (for example, the quality of language significantly improves as a result of using a word processor due to problems with planning and organisation when writing by hand).

(AA 5.8.2)

- Provides access to word processors to candidates in controlled assessments or coursework components as standard practice unless prohibited by the specification.

(AA 5.8.3)

- Allows candidates to use a word processor in an examination to type certain questions, i.e. those requiring extended writing, and handwrite shorter answers.
- Are also aware that examinations which have a significant amount of writing, as well as those that place a greater demand on the need to organise thought and plan extended answers, are those where candidates will frequently need to type. Examinations which require more simplistic answers are often easier to handwrite within the answer booklet. The candidate avoids the difficulty of visually tracking between the question paper and screen.

(AA 5.8.4)

- In all cases, ensures that a word processor cover sheet (Form 4) is completed and attached to each candidate's typed script.
- Ensures in Functional Skills English (Reading and Writing components) the use of a word processor with the spell check facility switched on is permitted for all candidates.
- Does not simply grant the use of a word processor to a candidate because he/she prefers to type rather than write or can work faster on a keyboard, or because he/she uses a laptop at home.

Word processors and their programmes

Tupton Hall School complies with ICE 8.8 instructions by ensuring:

- word processors are used as a type-writer, not as a database, although standard formatting software is acceptable
- word processors have been cleared of any previously stored data, as must any portable storage medium used
- an unauthorised memory stick is not permitted for use by a candidate

- where required, candidates are provided with a memory stick, which has been cleared of any previously stored data, by a nominated member of centre staff
- word processors are in good working order at the time of the examination
- word processors are accommodated in such a way that other candidates are not disturbed and cannot read the screen
- where a candidate using a word processor is accommodated separately, a separate invigilator is used
- word processors are either connected to a printer so that a script can be printed off, or have the facility to print from a portable storage medium
- documents are printed after the examination is over
- candidates are present to verify that the work printed is their own
- word processed scripts are attached to any answer booklet which contains some of the answers
- word processors are used to produce scripts under secure conditions, and if they are not then the centre is aware that they may be refused by the awarding body
- word processors are not used to perform skills which are being assessed
- word processors are not connected to an intranet or any other means of communication.
- candidates are not given access to other applications such as a calculator (where prohibited in the examination), spreadsheets etc. when using a word processor
- graphic packages or computer aided design software is not included on a word processor unless permission has been given to use these
- predictive text software or an automatic spelling and grammar check is disabled unless the candidate has been permitted a scribe or is using voice recognition technology (the script must have a scribe cover sheet attached), or the awarding body's specification permits the use of automatic spell checking
- voice recognition technology is not included on word processors unless the candidate has permission to use a scribe or relevant software
- word processors are not used on the candidate's behalf by a third party unless the candidate has permission to use a scribe

Laptops, Tablets and Word Processors

Tupton Hall School further complies with ICE 8.8 instructions by ensuring:

- tablets used during examinations/assessments are designed to run for a long period of time once fully charged and are 'free-standing'
- the battery capacity of all laptops and/or tablets is checked before the candidate's examination(s) with the battery sufficiently charged for the entire duration of the examination
- candidates with fully charged laptops or tablets are given the opportunity to be seated within the main examination hall without the need for separate invigilation and power points
- candidates are reminded that their centre number, candidate number and the unit/component code must appear on each page as a header or footer
- candidates using Notepad or Wordpad software (which do not allow for the insertion of a header or footer) are instructed to handwrite their details as a header or footer once they have finished the examination and printed off their typed script; candidates are also

supervised to ensure that they are solely performing this task and not re-reading their answers or amending their work in any way each page is appropriately numbered.

- candidates are instructed to use a minimum 12pt font and double spacing
- invigilators remind candidates to save their work at regular intervals
- it is possible to set up 'autosave' onto each laptop/tablet
- candidates granted the use of a word processor are present at the end of the examination when their script is printed off so they can verify that the work printed off is their own.

Accommodating word processors in examinations

The use of word processors are internally accommodated in the following manner:

- Word processors are used by candidates in appropriate examination venues including the Enhanced Learning Rooms

Invigilation arrangements relating to the use of word processors include the following: Invigilation arrangements are in place to monitor the use of word processors.

Other arrangements relating to the use of word processors includes:

Each candidate is assigned their own laptop and memory stick for the duration of the examination period and this laptop is secured when not in use by



With reference to the use of a word processor in examinations, The Redhill Academy complies with the *adjustments for candidates with disabilities and learning difficulties*.

The Redhill Academy provides a word processor for students with:

- A learning disability which has a substantial effect on their ability to write legibly.
- A medical condition.
- A physical disability.
- A sensory impairment.
- Planning and organisational difficulties when writing by hand.
- Poor handwriting where writing would be illegible particularly to the examiner.

The use of the word processor must be the candidate's **normal way of working**, is used during examinations in line with the regulations set out in the JCQ booklet e.g. with the grammar, spelling and predictive text facility disabled, and only makes use of a word processor to a candidate if it is appropriate to their needs. This will be in accordance with the SENCo and teaching professionals.

However, a word processor will not be granted to those who merely prefer to type rather than write in examinations.

For examination purposes the word processor will be adapted and prepared in readiness for the candidate.

Signed *AS Stanley*
Position *EXAMS OFFICER*
Date *2/9/19*

Appendix 3:

EMERGENCY EVACUATION PROCEDURE DURING EXTERNAL EXAMINATIONS



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EMERGENCY EVACUATION PROCEDURE

DURING EXTERNAL EXAMINATIONS

The invigilator should stop the examination if the bell rings and immediately switch the walkie talkie on and await instructions. You will be informed by a member of the SLT/Interserve, via the radio/walkie talkie, whether you are in immediate danger.

ONE of the following procedures should then be carried out:

IF THE CANDIDATES ARE IN IMMEDIATE /OBVIOUS DANGER

1. Note the length of time elapsed since the examination(s) began and the actual time the examination was stopped (please use the examination clock.) This should be written on a piece of paper and left in the examination room. All scripts, examination papers, bags and belongings should be left in the examination room.
2. Evacuate the examination room, in silence ensuring (as far as possible) that the candidates are supervised, separate from the other pupils in the school. It is important that the students do not talk to one another.
3. Take the candidates to the main assembly area – astro turf pitches.
Gym and Sports Hall – Invigilators should take groups of no more than 30 students at a time out of the fire doors at the back of the room. The students should be escorted, via the separate small gate at the rear of the P.E. block, to the astro turf assembly area in silence. Each invigilator is responsible for their own group of students. This includes taking a register of their group of students once assembled on the astro turf. The Lead Invigilator will be in charge of ensuring everyone is accounted for and collecting/taking the roll call registers.
Sixth Form Classrooms - Invigilators should take students in silence via the nearest exit to the staff car park, ensuring each group is kept separate.
4. Using the walkie talkie or mobile phone, inform the Examinations Officer of your whereabouts. A member of staff will be sent to you with further instructions.

IF THE CANDIDATES ARE NOT IN IMMEDIATE DANGER

1. Please note the length of time elapsed since the examination(s) began and tell the candidates to stop writing. Note the actual time the examination was stopped (please use the examination clock) this should be written on the invigilation log.
2. DO NOT evacuate the examination room.
3. Maintain silence in the examination room.
4. Please wait for further instructions from the Examinations Officer or member of school staff.

RESTARTING THE EXAMINATION

1. Tell the candidates to rule off the answer paper or answer book at the point when the examination was halted.
2. Restart the examination(s) allowing for the whole of the remaining time for the examination(s).
3. Re-write the new finishing time on the Invigilation Log/Seating Plan and return to the Examinations Officer with the papers at the end of the examination(s).
4. The Examination Board(s) will be supplied with details of the disturbance by the Examinations Officer.

Appendix 4:

Exams disability plan



Tupton Hall School

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INTRODUCTION

- This policy aims to ensure that every student who has additional needs will be supported through every examination series, this ensures that there is equality of opportunity.
- The Equality Act 2010 extends the application of the Equality Act to general qualifications. All examination centre staff must ensure that the access arrangements and special consideration regulations and guidance are consistent with the law.
- All exam rooms, where possible, will be on the ground floor. If this is not possible, access will be gained via the lifts within school. A lift key will be available for the invigilator/supervisor in order to escort the students to the relevant room.
- There will be an appropriate disabled toilet near all of these areas.
- Appropriate emergency evacuation procedures are in place for all candidates and risk assessments are carried out as appropriate by the relevant staff.
- All areas have had internal risk assessments carried out.
- If any candidate needs to take regular medication, invigilators will make this possible.
- The Exams Officer should be notified if there are any exceptional health issues.
- Any specialised equipment should be provided by the Enhanced Learning Department.
- Invigilators will be briefed of any exceptional issues concerning candidates and the appropriate methods of communication if an issue arises.
- Recruitment of invigilators will follow normal school policy with regards to disabled applicants.
- All invigilators will either receive group training including disability issues or will work alongside an experienced invigilator.
- The SENDCO will make the Exams Officer aware of any issues concerning individuals in the main exam rooms.
- The SENDCO will take the lead in making access applications based on their close knowledge of the needs of students under their care.
- The Exams Officer will produce a list of students involved, together with their concessions and this list will be available in all exam rooms
- Any complaints made by candidates with disabilities should be directed in the first instance to the Exams Officer who will initiate an enquiry.

Type of Disability or Disadvantage	Centre Solution
Wheelchair user	The main exam rooms are on the ground floor.
Use of crutches for broken leg or other lower limb complaint	The main exam rooms are on the ground floor.
Broken arm / collar bone / finger or other such complaint	The Centre will arrange for candidates to have a Scribe, laptop and/or extra time for the exam.
Generally feeling unwell	Candidates will be seated near the door to the main exam room. If required, candidates will be allowed rest breaks of up to 10 minutes at a time without penalty to the overall exam duration.
Visual disability	All exam rooms in the Centre are well lit. Candidates are permitted the use of their coloured film overlays as required.
Hearing disability	Candidates will be provided with the necessary arrangements as advised by the SENDCO. A specialist teaching assistant will be provided, as the invigilator if available.
Long term illness or disability	Candidates with a long term illness or a disability that makes travel to the Centre difficult may be allowed to sit their exams at home with permission from the individual Exam Boards.
Learning disabilities	Candidates within the Centre are assessed and permitted the use of a Scribe, Reader and/or Extra Time as recommended by the Centre's SENDCO.

Appendix 5:

Internal Appeals Procedure
2019/20



Tupton Hall School
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INTERNAL APPEALS PROCEDURE

The Code of Practice requires Centres offering their examinations to commit themselves to ensuring that “published appeals procedures relating to internal/controlled or Non-exam assessment decisions are made widely available and accessible to all candidates”.

A Centre should:

- Have a written appeals procedure
- Inform candidates that an appeals procedure relating to internal/controlled assessment decisions exists within the Centre
- Let candidates have access to a copy of the internal appeals procedure.

Tupton Hall School is committed to ensuring that whenever staff assess students’ work for external qualifications it is done fairly, consistently and in accordance with the specification for the qualification concerned. The assessments will be conducted by staff who have the appropriate knowledge, understanding and skills, and who have been trained on how to do this. The school is committed to ensuring that assessment evidence provided by candidates is produced and authenticated according to the requirements of the relevant specifications for each subject and relevant exam board. Where a set of work is divided between staff, internal moderation and standardisation will ensure consistency. If a student feels that this may not have happened in relation to his/her work, he/she may make use of the appeals procedure. It should be noted that appeals may only be made against the process that led to the assessment and not against the mark or grade awarded by the school for moderation by the awarding body.

This procedure is available on the school website and from the Exams Office and the Exams Noticeboard.

The Appeal should:

- be made in writing by the candidate’s parent/carer to the Examination Officer stating the reasons for the appeal.
- be submitted by the end of the first week in May of the year in which the written exams are taken.
- be reviewed by the Examination Officer, the Head of Department and a member of the Senior Management Team. If the Head of Department was directly involved in the assessment on question, another member of staff will be chosen.
- The purpose of the appeal will be to decide whether the process used to determine the results of the internal assessment conformed with the published requirements of the awarding body and the examinations code of practice of the QCA.
- The candidate will be informed in writing of the outcome of the appeal, including any relevant correspondence with the awarding body and any changes made to the procedure relating to internal assessment.
- The outcome of the appeal will be made known to the Headteacher. A written record will be kept and made available to the awarding body upon request. Should the appeal bring any significant irregularity to light, the awarding body will be informed.

After work has been internally assessed, it is moderated by the awarding body to ensure consistency of marking between centres. Such moderation may change the marks awarded for internally assessed work and this is outside the control of Tupton Hall School. Changes of marks in any such instances are not covered by this procedure.

Appeals against External Assessment Marks otherwise called Enquiries about Results

Where a candidate is unhappy with the mark or grade awarded for a particular exam unit, (whether this is a written exam, coursework or practical assessment), a clerical check or re-mark can be requested via the Exams Office. The candidate will be required to acknowledge that the mark may be confirmed, raised or lowered and will be responsible for paying the relevant fee before the request is made. The decision as to whether to support such an enquiry will be made by Tupton Hall School, based on several factors, including knowledge of the exam system and professional judgement.

Appendix 6:

General Data Protection Regulation policy (exams)
2019/20



Tupton Hall School
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Key staff involved in the General Data Protection Regulation policy

Role	Name(s)
Head of centre	Mr Andrew Knowles
Exams officer	Mrs Debbie Stanley
Exams officer line manager (Senior Leader)	Mr Nick Melton
Data Protection Officer	Mrs Janet Sketchley
IT manager	Mr Andrew Adams
Data manager	Mrs Susie Hankins

Purpose of the policy

This policy details how Tupton Hall School, in relation to exams management and administration, ensures compliance with the regulations as set out by the Data Protection Act (DPA) and General Data Protection Regulation (GDPR).

Students are given the right to find out what information the centre holds about them, how this is protected, how this can be accessed and how data breaches are dealt with.

All exams office staff responsible for collecting and sharing candidates' data are required to follow strict rules called 'data protection principles' ensuring the information is:

- used fairly and lawfully
- used for limited, specifically stated purposes
- used in a way that is adequate, relevant and not excessive
- accurate
- kept for no longer than is absolutely necessary
- handled according to people's data protection rights
- kept safe and secure
- not transferred outside the European Economic Area without adequate protection

To ensure that the centre meets the requirements of the DPA and GDPR, all candidates' exam information – even that which is not classified as personal or sensitive – is covered under this policy.

Section 1 – Exams-related information

There is a requirement for the exams office(r) to hold exams-related information on candidates taking external examinations. For further details on the type of information held please refer to *Section 5 – Candidate information, audit and protection measures*.

Candidates' exams-related data may be shared with the following organisations:

- Awarding bodies
- Joint Council for Qualifications
- Department for Education
- Local Authority
- Redhill Academy Trust

This data may be shared via one or more of the following methods:

- hard copy
- email
- secure extranet site(s) – including eAQA; OCR Interchange; Pearson Edexcel Online; WJEC Secure services; City & Guilds Walled Garden; etc.
- Management Information System (MIS) provided by Capita SIMS
- sending/receiving information via electronic data interchange (EDI) using A2C (<https://www.jcq.org.uk/about-a2c>) to/from awarding body processing systems; etc.

This data may relate to exam entries, access arrangements, the conduct of exams and non-examination assessments, special consideration requests and exam results/post-results/certificate information.

Section 2 – Informing candidates of the information held

Tupton Hall School ensures that candidates are fully aware of the information and data held.

All candidates are:

- informed via electronic communication/school website.
- given access to this policy via centre website

Candidates are made aware of the above at the start of their course of study leading to external examinations.

Section 3 – Hardware and software

The table below confirms how IT hardware, software and access to online systems is protected in line with DPA & GDPR requirements.

Hardware	Date of purchase and protection measures	Warranty expiry
<p>Desktop computer</p> <p>Network computers</p> <p>Laptop</p>	<p>Tupton Hall School operates a 5 year rolling program of hardware renewal, each school year we replace 60 desktop PCs and 2 trolleys worth of laptops.</p> <p>All desktop and Laptop devices are managed by SCCM and protected using End Point Protection. Endpoint protection definitions are updated on all protected devices daily.</p> <p>A general visual check of all classroom PC's is done twice a day by the IT technician team.</p>	<p>Latest desktop and laptop purchases have 12 month Warranty.</p>

Software/online system	Protection measure(s)
SIMS	<p>SIMS database server is kept in a secure area and is managed remotely. Access is limited to the IT technical team.</p> <p>All staff have SIMS usernames and passwords, Access to data is provided in school and over secure RDP terminal solution that only staff have access to.</p>
<p>MIS;</p> <p>Intranet;</p> <p>Internet browser</p>	<p>All sensitive information is kept in secure network locations, custom level of access are granted to different sets of users allowing staff access only to the information they need.</p> <p>All new staff laptops with TPM chips are or are being encrypted.</p> <p>IMPERO is used by the school to log usage and provide immediate black/white listing. Smoothwall is used as the overriding web filter.</p> <p>GPO policies secure all network PC's and Laptops limiting what users can do i.e. disabling spell check. Used in conjunction with IMPERO this enables us to secure exams.</p>
e-AQA	<p>Accounts set up by Exams Officer and staff advised to change password on setup. Passwords known only to user; mixed lower and upper case; advised to change every 3 months</p>

OCR Interchange	Accounts set up by Exams Officer and staff advised to change password on setup. Passwords known only to user; mixed lower and upper case; advised to change every 3 months
Edexcel online	Accounts set up by Exams Officer and staff advised to change password on setup. Passwords known only to user; mixed lower and upper case; advised to change every 3 months
WJEC	Accounts set up by Exams Officer and staff advised to change password on setup. Passwords known only to user; mixed lower and upper case; advised to change every 3 months
A2C	Accessed via secure key issued by Awarding Bodies; access only on Exams Officer's workstation; files transferred securely to awarding bodies and receipts returned
Cambridge Assessment	Access to secure site using email and password; password changed every 6 months
BCS Approved Centre Forum	Access via secure site using username and password; new accounts requested by staff and set up by BCS
Enlight KS	Access via secure site with username and password; new accounts set up by Centre Manager
IFS	Access to secure site with username and password; new accounts set up by IFS
DfE Secure Access	Access to secure site created by school Super User; username issued by provider and password automatically request changed every 4 months; password selected on secure site
GL Assessment/Testwise	Username selected by provider, accounts managed by Exams Officer; password changed every 3 months
DfE Data checking	Username allocated by provider; password changed every 3 months; mix of lower, upper and special case characters

Section 4 – Dealing with data breaches

Although data is handled in line with DPA/GDPR regulations, a data breach may occur for any of the following reasons:

- loss or theft of data or equipment on which data is stored
- inappropriate access controls allowing unauthorised use
- equipment failure
- human error
- unforeseen circumstances such as a fire or flood
- hacking attack
- ‘blagging’ offences where information is obtained by deceiving the organisation who holds it

If a data protection breach is identified, the following steps will be taken:

1. Containment and recovery

The Data Protection Officer will lead on investigating the breach.

It will be established:

- who needs to be made aware of the breach and inform them of what they are expected to do to assist in the containment exercise. This may include isolating or closing a compromised section of the network, finding a lost piece of equipment and/or changing the access codes
- whether there is anything that can be done to recover any losses and limit the damage the breach can cause. As well as the physical recovery of equipment, this could involve the use of back-up hardware to restore lost or damaged data or ensuring that staff recognise when someone tries to use stolen data to access accounts
- which authorities, if relevant, need to be informed

2. Assessment of ongoing risk

The following points will be considered in assessing the ongoing risk of the data breach:

- what type of data is involved?
- how sensitive is it?
- if data has been lost or stolen, are there any protections in place such as encryption?
- what has happened to the data? If data has been stolen, it could be used for purposes which are harmful to the individuals to whom the data relates; if it has been damaged, this poses a different type and level of risk
- regardless of what has happened to the data, what could the data tell a third party about the individual?
- how many individuals’ personal data are affected by the breach?
- who are the individuals whose data has been breached?
- what harm can come to those individuals?
- are there wider consequences to consider such as a loss of public confidence in an important service we provide?

3. Notification of breach

Notification will take place to enable individuals who may have been affected to take steps to protect themselves or to allow the appropriate regulatory bodies to perform their functions, provide advice and deal with complaints.

4. Evaluation and response

Once a data breach has been resolved, a full investigation of the incident will take place. This will include:

- reviewing what data is held and where and how it is stored
- identifying where risks and weak points in security measures lie (for example, use of portable storage devices or access to public networks)
- reviewing methods of data sharing and transmission
- increasing staff awareness of data security and filling gaps through training or tailored advice
- reviewing contingency plans

Section 5 – Candidate information, audit and protection measures

For the purposes of this policy, all candidates' exam-related information – even that not considered personal or sensitive under the DPA/GDPR – will be handled in line with DPA/GDPR guidelines.

An information audit is conducted annually.

The table below details the type of candidate exams-related information held, and how it is managed, stored and protected

Protection measures may include:

- password protected area on the centre's intranet
- secure drive accessible only to selected staff
- information held in secure area
- updates undertaken every week (this may include updating antivirus software, firewalls, internet browsers etc.)
-

Section 6 – Data retention periods

Details of retention periods, the actions taken at the end of the retention period and method of disposal are as follows:

External exam results are retained within school for 7 years, after which time they are disposed of securely.

Information is also held within the school's Management Information System (MIS) and archived 5 years after leaving. This information is held on the system and is password protected.

Section 7 – Access to information

Current and former candidates can request access to the information/data held on them by making a **subject access request** to the Data Protection Officer in writing. It will be necessary for them to provide two forms of ID, either passport or driving licence and birth certificate to confirm identity if a former candidate is unknown to current staff. All requests will be dealt with within 40 calendar days.

Third party access

Permission should be obtained before requesting personal information on another individual from a third-party organisation.

Candidates' personal data will not be shared with a third party unless a request is accompanied with permission from the candidate and appropriate evidence (where relevant), to verify the ID of both parties, is provided.

In the case of looked-after children or those in care, agreements may already be in place for information to be shared with the relevant authorities (for example, the Local Authority). The centre's Data Protection Officer will confirm the status of these agreements and approve/reject any requests.

Section 8 – Table recording candidate exams-related information held

For details of how to request access to information held, refer to section 7 of this policy (**Access to information**)

For further details of how long information is held, refer to section 6 of this policy (**Data retention periods**)

Information type	Information description (where required)	What personal/sensitive data is/may be contained in the information	Where information is stored	How information is protected	Retention period
Access arrangements information		Candidate name Candidate DOB Gender Data protection notice (candidate signature) Diagnostic testing outcome(s) Specialist report(s) (may also include candidate address) Evidence of normal way of working	Access arrangements online MIS Lockable metal filing cabinet	Secure user name and password In secure area solely assigned to exams	
Attendance registers copies		Candidate name Candidate number Attendance	Locked metal filing cabinet	In secure area solely assigned to exams	12 months
Candidates' work		Candidate name Candidate number Coursework marks	Secure online storage or Lockable metal filing cabinet	Secure username and password Secure storage within Faculties	12 months 12 months
Certificates		Candidate name Candidate DOB Gender	Lockable cabinet/cupboard	Keypad protection for access	7 years

Information type	Information description (where required)	What personal/sensitive data is/may be contained in the information	Where information is stored	How information is protected	Retention period
		Candidate ID number & UCI Candidate results			
Certificate destruction information		Year group and year of students Year destroyed	Lockable cupboard	Keypad protection for access	
Certificate issue information		Candidate name Candidate number Number of certificates issued Signature of student	Lockable cupboard	Keypad protection for access	
Entry information		Candidate name Candidate number UCI Subjects & course codes	MIS Locked office	Keypad protection for access Limited to Exam Office personnel	12 months
Exam room incident logs		Candidate name Candidate number Attendance register Signatures	Lockable cupboard	Keypad protection for access Limited to Exam Office personnel	12 months
Overnight supervision information		Candidate name Candidate number UCI Course code(s) & subjects Contact details Signatures	Box file Locked office	Keypad protection for access Limited to Exam Office personnel	12 months

Information type	Information description (where required)	What personal/sensitive data is/may be contained in the information	Where information is stored	How information is protected	Retention period
Post-results services: confirmation of candidate consent information		Candidate name Candidate number Course code & subject Candidate signature	Lever-Arch File Locked office	Keypad protection for access Limited to Exam Office personnel	12 months
Post-results services: requests/outcome information		Candidate name Candidate number Course code & subject Candidate signature	Lever-Arch File Locked office	Keypad protection for access Limited to Exam Office personnel	12 months
Post-results services: scripts provided by ATS service		Candidate name Candidate number Course code & subject Candidate signature	Lever-Arch File Locked office	Keypad protection for access Limited to Exam Office personnel	12 months
Post-results services: tracking logs		Candidate name Candidate number Course code & subject Candidate signature	Lever-Arch File Locked office	Keypad protection for access Limited to Exam Office personnel	12 months
Private candidate information		N/A	N/A	N/A	N/A
Resolving clashes information		Candidate name Candidate number Course code & subjects Candidate signature	Lever-Arch File Locked office	Keypad protection for access Limited to Exam Office personnel	12 months

Information type	Information description (where required)	What personal/sensitive data is/may be contained in the information	Where information is stored	How information is protected	Retention period
Results information		Candidate name Candidate number Course code Subjects Candidate signature	Lever-Arch File Locked office	Keypad protection for access Limited to Exam Office personnel	12 months
Seating plans		Candidate name Candidate number Course code Seat number	Lever-Arch File Locked office	Keypad protection for access Limited to Exam Office personnel	12 months
Special consideration information		Candidate name Candidate number Subject Course code Personal circumstances	Lever-Arch file Locked office	Keypad protection for access Limited to Exam Office personnel	12 months
Suspected malpractice reports/outcomes		Candidate name Candidate number Subject Course code Incident details	Lever-Arch file Locked office	Keypad protection for access Limited to Exam Office personnel	12 months
Transfer of credit information		Centre Number	Lever-Arch file	Keypad protection for access	12 months

Information type	Information description (where required)	What personal/sensitive data is/may be contained in the information	Where information is stored	How information is protected	Retention period
		Candidate name & DOB Candidate number UCI Course codes Signatures Contact details	Locked office	Limited to Exam Office personnel	
Transferred candidate information		Centre number Candidate name & DOB UCI or ULN Subject & Course code Signatures	Lever-Arch file Locked office	Keypad protection for access Limited to Exam Office personnel	12 months
Very late arrival reports/outcomes		Candidate name Candidate number Course code & subject Signatures	Lever-Arch file Locked office	Keypad protection for access Limited to Exam Office personnel	12 months

TUPTON HALL SCHOOL

EXAMS DIRECTORY

GCSE/AS/A2 September 2019



BOARD	SUBJECT	LEVEL	SPEC. CODE	A2 CERT. CODE	OPTION/ COMPONENT CODE	MODULE/UNIT CODE	QAN CODES:	DISCOUNT CODE:	SSF1:	SSF2:	GLH:
AQA	BIOLOGY	GCSNF	8461		8461	8461F 8461H	GCSE: 60187529	RH3			
AQA	CHEMISTRY	GCSNF	8462		8462	8462F 8462H	GCSE: 60187578	RD1			
AQA	DANCE	GCSNF	8236		8236/1 8236/2	8236/W 8236/2	GCSE: 60185491	LB1			
AQA	DRAMA	GCSNF	8261			8261/W 8261/2	GCSE: 60185752	LC11	9	9.1	
AQA	DT	GCSNF	8552			8552/W 8552/2	GCSE: 60309842		4	4.2	120-140
AQA	ENGLISH LANGUAGE	GCSNF	8700			8700/1 8700/2	GCSE: 60142923	FK2B	12	12.1	
AQA	ENGLISH LITERATURE	GCSNF	8702			8702/1 8702/2	GCSE: 60144476	FC4	12	12.1	
AQA	FRENCH	GCSNF	8658			8658F / 8658H	GCSE: 60181576		12	12.2	120-140
AQA	GEOGRAPHY	GCSNF	8035			8035/1 8035/2 8035/3	GCSE: 60184103	RF4			200
AQA	GERMAN	GCSNF	8668			8668F / 8668H	GCSE: 6018159X	FKG	12	12.2	120-140
AQA	MATHEMATICS	GCSNF	8300			8300/F 8300/H	GCSE: 60146084				
AQA	MUSIC	GCSNF	8271		8271	8271/W 8271/2	GCSE:60183615	LF1			120-140
AQA	PHYSICS	GCSNF	8463		8463	8463F 8463H	GCSE: 60187517	RC1			
AQA	COMBINED SCIENCE: TRILOGY	GCSNF	8464		8464	8464/F 8464/H	GCSE: 6018758X	RA1E			
AQA	RELIGIOUS STUDIES A (Year 10)	GCSNF	8062			8062MA	GCSE: 60184000	4610			
AQA	SPANISH	GCSNF	8698			8698F / 8698H	GCSE: 60181606		12	12.2	120-140
AQA	SCIENCE	EL	5960		Single <u>Awd</u> : 5961	Double <u>Awd</u> : 5962	EL: 60175229				
PEARSON	BUSINESS STUDIES	GCSNF	1B50			1B50/01 1B50/02	GCSE: 60301211	AA3	15	15.3	
PEARSON	HISTORY	GCSNF	1H10		FM	1H10/11 1H10/25 1H10/31 Paper 2 = 2M	GCSE: 60180924	DB			
PEARSON	PHYSICAL EDUCATION	GCSNF	1PE01		1PE0/1 1PE0/2	1PE0/1 1PE0/2	GCSE: 60181618	7210	8	8.1	
PEARSON	RELIGIOUS STUDIES B (Year 11)	GCSNF	1RB0		1RB0/ZB?	1RB0/1C 1RB0/2B	GCSE: 60300632	DD1	10	10.4	
PEARSON	MATHEMATICS	ENTRY L.	NMA0				EL: 60313304		2	2.2	
PEARSON	BTEC Level 1/2 First Cert. in Sport	<u>BT</u> Cert	ENC85			20586E/21343E on screen tests	BTEC: 6006819X	MA1			240
PEARSON	BTEC Level 1/2 Construction & the Built Environment	BTEC	CSJM7				BTEC: 60068176				
OCR	ART (FINE ART)	GCSNF	J171				GCSE: 60180869		9	9.2	
OCR	COMPUTER SCIENCE	GCSEF	J276			J276/1 J276/2 J276/3 J276/4	GCSE: 6018355X				53
OCR	CAM.NAT. CERT. IN HEALTH & S.C.	LEVEL 1/2.	J811			R021 R022 +2 more units	CAM.NAT: 6004780X				
LIBF	Certificate in Financial Education	LEVEL 2	<u>Ce</u> FE			Units 1, 2 & 3	<u>Ce</u> FE: 60112396				
WJEC	HOSPITALITY & CATERING	LEVEL 1/2	5569QA		5569UA or UB + 5569U2	5569UB0-1	GCSE: 60177032				
WJEC	SOCIOLOGY	LEVEL 1/2	C200QS		01 and 02	200U10-1 200U20-1	GCSE: 60310455				

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BOARD	SUBJECT	LEVEL	SPEC. CODE	A2 CERT. CODE	OPTION/ COMPONENT CODE	MODULE/UNIT CODE	QAN CODES:	DISCOUNT CODE:	SSF1:	SSF2:	GLH:
AQA	BIOLOGY	GCEAS	7401			7401/01 7401/02	AS: 60146242	1010	2	2.1	195
AQA	BIOLOGY	GCEA	7402	7402		7402/01 7402/02 7402/03	A2: 60146254	1010	2	2.1	390
AQA	CHEMISTRY	GCEAS	7404			7404/01 7404/02	AS: 60157306	1110	2	2.1	195
AQA	CHEMISTRY	GCEA	7405	7405		7405/1 7405/2 7405/3	A2: 60157318	1110	2	2.1	390
AQA	DANCE	GCEAS	7236			7236/W 7236/2	AS: 60182982	7230			
AQA	DRAMA	GCEAS	7261			7261/W 7261/2	AS: 60185855	5210			180
AQA	DRAMA	GCEA	7262	7262		7262/W 7262/2 7262/3	A2: 60184942	5210			
AQA	ENGLISH LANGUAGE	GCEAS	7701			7701/1 7701/2	AS: 60148469	5030	12	12.1	180
AQA	ENGLISH LANGUAGE	GCEA	7702	7702		7702/1 7702/2	A2: 60146400	5030	12	12.1	360
AQA	ENGLISH LITERATURE B	GCEAS	7716			7716/1a 7716/2a	AS: 60152576	5110	12	12.1	
AQA	ENGLISH LITERATURE B	GCEA	7717	7717AB		7717/1a 7717/2b	A2: 60153283	5110	12	12.1	
AQA	FRENCH	GCEAS	7651			7651/1 7651/2	AS: 60187268	5650			
AQA	GERMAN	GCEAS	7661			7661/1 7661/2	AS: 60187281	5670			
AQA	HISTORY	GCEAS	7041			7041/1F 7041/2R	A2: 60149747	4010	10	10.1	180
AQA	HISTORY	GCEA	7042			7042/1F 7042/2R NEA	A2: 60149735	4010	10	10.1	360
AQA	PHYSICS	GCEAS	7407			7407/1 7407/2	AS: 60147465	1210	2	2.1	
AQA	PHYSICS	GCEA	7408	7408C		7408/1 7408/2 7408/3	A2: 60147477	1210	2	2.1	
AQA	DT: PRODUCT DESIGN	GCEAS	7551			7551/W NEA	AS: 60311083	9080			180
AQA	DT: PRODUCT DESIGN	GCEA	7552			7552/1 7552/2 NEA	A2: 60311332	9080			360
AQA	SOCIOLOGY	GCEAS	7191			7191/01 7191/02	AS: 6013995X	4890	11	11.2	180
AQA	SOCIOLOGY	GCEA	7192	7192		7192/1 7192/2 7192/3	A2: 60139948	4890	11	11.2	360
AQA	SPANISH	GCEAS		7691		7691/1 7691/2	AS: 6018730X	5750			
PEARSON	ECONOMICS	GCEAS	8EC0	8EC0		8EC0/01 8EC0/02	AS: 60141062	4410	11	11.4	180
PEARSON	ECONOMICS	GCEA	9EC0	9EC0		9EC0/1 9EC0/2 9EC0/3	A2: 60141050		11	11.4	360
PEARSON	GEOGRAPHY	GCEAS	8GEO			8GEO/01 8GEO/02	AS: 60184164	3910	11	11.1	180
PEARSON	GEOGRAPHY	GCEA	9GEO	9GEO		9GEO/1 9GEO/2 9GEO/3 9GEO/4 (NEA)	A2: 60184176	3910	11	11.1	360
PEARSON	MATHEMATICS	GCEAS	8MA0			8MA0/1 8MA0/2	AS: 60313079				
PEARSON	MATHEMATICS	GCE A	9MA0			9MA0/1 9MA0/2 9MA0/3	A2: 6031333X				
PEARSON	FURTHER MATHEMATICS	GCEAS	8FM0			8FM0/1 8FM0/2	AS: 60313456				
PEARSON	FURTHER MATHEMATICS	GCE A	9FM0			9FM0/1 9FM0/2 9FM0/3 9FM0/4	A2: 60314990				
PEARSON	MATHEMATICS IN CONTEXT	LEVEL 3	7MC0			7MC0/01 7MC0/02	L3: 60148573	2350			
PEARSON	MUSIC	BTce3	PNM63	PNM63			BTEC: 50077181				
PEARSON	MUSIC	BTSd3	PNM68	PNM68			BTEC: 50078446				
PEARSON	APPLIED SCIENCE	BTNEC	CGSH1	CGSH1			BTEC: 60174365				
OCR	ART (FINE ART)	GCEAS	H201			H201/01	AS: 60150877	3810	9	9.2	180
OCR	ART (FINE ART)	GCEA	H601	H601		H601/01 H601/02	A2: 60150889	3810	9	9.2	360
OCR	BUSINESS	GCEAS	H031			H031/01 H031/02	AS: 60146746		15	15.3	180
OCR	BUSINESS	GCEA	H431	H431		H431/01 H431/02 H431/03	A2: 60146758		15	15.3	360
OCR	COMPUTER SCIENCE	GCEAS	H046			H046/01 H046/02	AS: 60150300	2610			180
OCR	COMPUTER SCIENCE	GCEA	H446			H446/01 H446/02	A2: 60149115	2610			360

BOARD	SUBJECT	LEVEL	SPEC. CODE	A2 CERT. CODE	OPTION/ COMPONENT CODE	MODULE/UNIT CODE	QAN CODES:	DISCOUNT CODE:	SSF1:	SSF2:	GLH:
OCR	LAW	GCEAS	H015			H015/1 H015/2	AS: 60307079	4770	15	15.5	180
OCR	LAW	GCEA	H415			H415/1 H415/2 H415/3	A2: 60307067	4770	15	15.5	360
OCR	MEDIA STUDIES	GCEAS	H009			H009/1 H009/2 H009/3	AS: 60319434	5350	9	9.3	180
OCR	MEDIA STUDIES	GCEA	H409			H409/1 H409/2 H409/3	A2: 60323395	5350	9	9.3	360
OCR	ART & DESIGN: PHOTOGRAPHY	GCEAS	H203			H203/01	AS: 60150877	2050			180
OCR	ART & DESIGN: PHOTOGRAPHY	GCEA	H603			H603/01 H603/02	A2: 60150889	2050			360
OCR	PHYSICAL EDUCATION	GCEAS	H155			H155/1 H155/2 H155/3 (NEA)	AS: 60183238	7210?			
OCR	PHYSICAL EDUCATION	GCEA	H555	H555A		H555/1 H555/2 H555/3 H555/4 (NEA)	A2: 60183226	7210?			
OCR	PSYCHOLOGY	GCEAS	H167			H167/01 H167/02	AS: 6015312X	4850	2	2.1	180
OCR	PSYCHOLOGY	GCEA	H567	H567		H567/1 H567/2 H567/3	A2: 60151225	4850	2	2.1	360
OCR	RELIGIOUS STUDIES A	GCEAS	H173A			H173/1 H173/2 H173/3	AS: 60188698	4610			
OCR	CAMBRIDGE TECHNICALS LEVEL 3: HEALTH & SOCIAL CARE (CERTIFICATE)	CTCe3 Level 3	05830			Y5074365 / D5074366 / H5074367	CERTIFICATE: 60170591	PA1			180
OCR	CAMBRIDGE TECHNICALS LEVEL 3: HEALTH & SOCIAL CARE (EXTENDED CERTIFICATE)	CTEC3 Level 3	05831			Y5074365 / D5074366 / H5074367 / K5074368 / M5074436 / R5074445	EXTENDED CERT.: 60170608	PA1			360
OCR	EXTENDED PROJECT	LEVEL 3	H857			A: OCR REP. B: POSTAL MOD.	EXT.PROJ: 60323048				
LIBF	CERTIFICATE IN FINANCIAL STUDIES (CeFS)	LEVEL 3	CeFS				QN: 6008537X				187
LIBF	DIPLOMA IN FINANCIAL STUDIES	LEVEL 3	DipFS				QN: 60085514				374

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