



**YSGOL RHOSNESNI
EXAMINATIONS POLICY**

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The purpose of this exam policy is:

- To ensure the planning and management of exams is conducted efficiently and in the best interests of the candidates
- To ensure the operation of an efficient exam system with clear guidelines for all the relevant staff

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

This exam policy will be reviewed annually by the Head of Centre, Senior Leadership Team, Exam Officer and Governors.

1. Exam Responsibilities

Head of Centre

Overall responsibility for the school as an exam centre:

- Advises on appeals and remarks
- The head of centre is responsible for reporting all suspicions or actual incidents of malpractice.

Examinations Officer

Manages the administration of public and internal exams

- Reports directly to Deputy Headteacher, and to the Senior Leadership Team

- Advises SLT, subject and class teachers and other relevant staff on annual exam timetables and other various procedures as set out by the exam boards.
- Produces and distributes to staff and candidates an annual calendar for all exams and controlled assessments and regularly communicates with staff concerning imminent deadlines and events.
- Ensures that candidates and their parents are informed of and understand the exam timetable
- Consults with teaching staff to ensure that necessary coursework controlled assessments are completed on time and in accordance with JCQ guidelines.
- Provides and confirms detailed data on estimated entries.
- Receives, checks and stores securely all exam papers and completed scripts
- Administers Access Arrangements and makes applications for special consideration using the JCQ Regulations and Guidelines for candidates who are eligible for adjustments in examinations under the guidance of the specialist teacher.
- Identifies and manages exam timetable clashes.
- Manages the exam invigilators (recruitment and training) responsible for the conduct of exams and oversee the efficient conduct of all examinations within the school.
- Submits candidate's coursework, tracks despatch and stores returned coursework.
- Arranges the distribution of exam results and certificates to candidates and in consultation with SLT makes remark requests.
- Maintains systems and processes to support the timely entry of candidates for their exams

Deputy Headteacher

- Ensure that all examinations and external assessment processes are conducted in accordance with awarding body regulations
- Ensure that all students are given the opportunity to undertake all internal and external assessments in an organised, well controlled and supportive environment, enabling them to achieve their potential
- Meets regularly with Examinations Officer as part of QA procedures
- Co-ordinates the annual analysis of results

Heads of Department/Subject Leaders

- To ensure that all students for whom they are responsible are given the best opportunity possible to achieve in the relative subject
- Liaise with the Exams Officer and inform them of any new qualifications being considered or offered
- Ensure that students are prepared for external assessment through planning, monitoring and assessment
- Accurate completion of coursework mark sheets and declarations
- Accurate completion of entry and all other mark sheets and adherence to deadlines set out by the Exams Officer
- Guidance of candidates who are unsure about their entries or amendments to their entries
- Annual analysis of results

Teachers

- Submission of candidates names and tier of entry to Subject Leaders
- Maintain accurate records of students progress enabling accurate prediction of results

ALNCO / Specialist Teacher

- Assist the Exams Officer in the administration of Access Arrangements
- Identification and testing of candidates requirements for access arrangements

- Arrange the necessary support for the students entitled to Access Arrangements in examinations and communicate with the Exams Officer to confirm these arrangements.

Head of Careers

- Guidance and careers information

Invigilators

- Invigilate exams in accordance with JCQ regulations
- Take an accurate register of the students sitting an exam/ seating plans
- Collection of exam papers and other material from the exams office before the start of the exam
- Collection of all exam papers at the end of an exam and return to the exam office

Candidates

- Candidates are provided with details of the exams and coursework units for which they have been entered. It is the candidate's responsibility to ensure that he /she has been entered for the correct exam, and when and where the exam will take place.
- Understanding coursework regulations and signing a declaration that authenticates the coursework as their own.

Parents

- Confirm accuracy of entries

2. Qualifications offered

The tests and qualifications offered at this centre are decided by the Head of Centre, curriculum leaders and the senior leadership team

All changes to tests and qualifications are communicated to the Exams Officer before the start of the academic year.

Qualifications offered are, GCSE Welsh Baccalaureate Sweet. Additional qualifications offered to students on school link with Coleg Cambria

3. Entries, Entry Details and Late Entries

- Heads of department / subject leaders select students for exam entry
- All entry deadline dates will be circulated by the Exams Officer
- All entries must be made by the due date set by the Exams Officer/awarding bodies
- All requests by candidates, parents or carers for entry, change of level or entry withdrawal must be agreed with subject leaders.
- Changes of tier must be made in writing by the subject leaders to the Exams Officer
- Late entries are permitted, however penalty charges will apply which will be the responsibility of the department. They must be authorised by subject leaders.

4. Additional Learning Needs and Access Arrangements

All examination centre staff must ensure that the Access Arrangements and special consideration regulations and guidance are consistent with the law.

Additional Learning Needs (ALN)

- A candidates ALN requirements are determined by the ALNCO, Educational Psychologist or specialist teacher
- The ALNCO must inform the Exams Officer of any candidates with ALN

- The ALNCO will inform subject teachers of candidates with ALN who are studying in their department

Access Arrangements

- Making special arrangements for candidates to take exams is the responsibility of the ALNCO, Exams Officer and specialist teacher.
- Submitting access arrangement applications to the awarding bodies is the responsibility of the specialist teacher and Exams Officer
- The specialist teacher will provide supporting evidence for each application
- Rooming for access arrangement candidates will be arranged by the ALNCO specialist teacher and the Exams Officer
- Invigilation and support for access arrangement candidates will be arranged by the specialist teacher and Exams Officer

5. Candidates, Clash candidates and Special consideration on screen testing

Candidates

- The schools rules on acceptable dress, behaviour and use of mobile phones and all electronic devices apply at all times
- Disruptive students are dealt with in accordance with JCQ guidelines.
- The school Attendance Officer / Exams Officer will attempt to contact any student who is not present at the start of an exam and deal with them in accordance with JCQ guidelines

Clash Candidates

- The Exams Officer will identify wherever timetabled exam clashes occur and notify candidates how the clash will be resolved
- Candidates also have responsibility to review their exam timetable and where they believe their exams will clash, bring this to the attention of the Exams Officer
- On the day of the exam, arrangements will be made to manage those candidates with an exam clash, including supervision between exams

Special consideration

- Should a candidate be ill before an exam, suffer bereavement or other trauma, be taken ill during the exam itself or otherwise disadvantaged or disturbed during the exam, then it is the candidates responsibility to alert the centre, Exams Officer or exam invigilator
- The candidate must support any special consideration claim with appropriate evidence with three days of the exam e.g. a letter from the candidates Doctor
- The Exams Officer will then forward a completed special consideration application to the relevant awarding body

On Screen testing

- The Exams Officer will liaise with the IT technician / department to ensure all relevant software is installed.
- The Exams Officer will liaise with the subject teacher regarding subject specific information.
- The Exams Officer will check rooms to be used for onscreen testing meet with JCQ requirements and plan supervision requirements as these may differ between tests.

6. Controlled Assessments/NEA, Coursework and Appeals against Internal Assessments

Controlled Assessments/ NEA

- Controlled Assessments are the responsibility of the Head of Department

- All controlled assessments should be run in line with the relevant awarding body's regulations
- The Exams Officer should be notified at the start of the academic year dates when controlled assessments will run. This information will be published in the school calendar which is distributed staff. Subject teachers inform students of these dates.

Coursework

- Completion of coursework is the responsibility of the Head of Department
- All coursework should be completed in line with the relevant awarding body's regulations
- Students should submit coursework before the deadlines provided by Heads of Department
- Heads of Department / teaching staff are required to submit coursework / NEA marks online via secure website
- Head of Departments will complete and pass relevant mark sheets and samples to the Exams Officer
- The Exams Officer will despatch marks sheets, coursework samples and keep a record of what has been sent when and to whom.

Internal Assessments

- Only staff that have the appropriate knowledge, understanding and skills conduct internal assessments
- Assessment evidence provided by candidates is produced and authenticated according to the requirements of the relevant specifications for each subject
- The consistency of internal assessment is assured through internal standardisation as set out by the awarding bodies
- Staff responsible for internal standardisation and/or assessment attend any compulsory training sessions

Appeals against Internal Assessments

- A pupil or parent wishing to appeal against the procedure used in internal assessment should contact the Exams Officer as soon as possible to discuss the appeal, and the school must receive a written appeal at least two weeks before the date of the last external exam in the subject
- On receipt of a written appeal the Exams Officer and the Deputy Head will conduct an enquiry into the internal assessment. The enquiry will consider whether the procedures used in the internal assessment conformed to the published requirements of the awarding body.
- The appellant will be informed in writing of the outcome of the appeal, including details of any relevant communication with the awarding body and of any steps taken to further protect the interests of the candidates.

7. Invigilators

- Recruitment of invigilators is the responsibility of the Exams Officer and Business Manager
- Invigilators are timetabled trained and briefed by the Exams Officer

8. Results, enquiries about results (EARs)

Results

- Candidates will receive individual results slips on results day either in person at the centre or by post at their home address
- Where a candidate has requested in writing that their results be handed to a third party that person must present suitable ID in order to collect the results.

- Subject staff will receive results data on the same day that students receive their results
- Release of information to the public and press is the responsibility of the head of centre
- The Exams Officer will liaise with outside agencies to report exam results.

Enquiries about Results (EARs)

- EARs may be requested by staff or candidates if there are reasonable grounds for believing there has been an error in marking, subject to payment of the appropriate fee
- If a result is queried the teaching staff and Deputy Head will investigate the feasibility of asking for a remark at the centre's expense.
- A candidate may apply to have an enquiry carried out. If this is requested against the advice of subject staff they will be charged.

9. Certificates

- Certificates are available to students at any time once received in the centre from exam boards – usually end of November following the summer exam season

Appendix 1 Word Processor Policy

A word processor cannot be granted to a candidate because:

- he/she prefers to type rather than write
- can work faster on a keyboard
- they use a laptop at home

The use of a word processor MUST reflect the candidate's normal way of working within the centre and be appropriate to the candidate's needs. This list helps to identify candidates who would benefit from the use of a word processor, although it is not exhaustive;

- A learning difficulty which has a substantial and long term adverse effect on the ability to write legibly.
- A medical condition. □ A physical disability.
- A sensory impairment.
- Planning and organisation problems when writing by hand.
- Poor handwriting.

When the use of a word processor in examinations / assessments meets JCQ Criteria we will:

- Provide a word processor with the spelling and grammar checkers and predictive text facility switched off. Word processors will be in good working order at the time of the examination.
- Candidates may use their answer booklet in addition to the word processor if they wish to do so.
- Only authorised memory sticks provided by the centre may be used, if appropriate.
- Candidates must save their work at regular intervals.
- Printing must be carried out after the examination is over, and the candidate must be present to verify that the work printed is his/her own.
- Candidates must ensure that their centre number, candidate number and unit code are typed or handwritten on each page.
- A JCQ word processor cover sheet must be completed and attached to the candidate's script.

Appendix 2 Appeals against internal assessment of work

Reviews of marking - centre assessed marks (GCSE controlled assessments, GCE coursework, GCE and GCSE non-examination assessments and Project qualifications)

Rhosnesni High School is committed to ensuring that whenever its staff mark candidates' work this is done fairly, consistently and in accordance with the awarding body's specification and subject-specific associated documents.

Candidates' work will be marked by staff who have appropriate knowledge, understanding and skill, and who have been trained in this activity. **Rhosnesni High School (RHS)** is committed to ensuring that work produced by candidates is authenticated in line with the requirements of the awarding body. Where a number of subject teachers are involved in marking candidates' work, internal moderation and standardisation will ensure consistency of marking.

1. **RHS** will ensure that candidates are informed of their centre assessed marks so that they may request a review of the centre's marking before marks are submitted to the awarding body.
2. **RHS** will inform candidates that they may request copies of materials to assist them in considering whether to request a review of the centre's marking of the assessment.
3. **RHS** will, having received a request for copies of materials, promptly make them available to the candidate.
4. **RHS** will provide candidates with sufficient time in order to allow them to review copies of materials and reach a decision.
5. **RHS** will provide a clear deadline for candidates to submit a request for a review of the centre's marking. Requests will not be accepted after this deadline. Requests **must** be made in writing.
6. **RHS** will allow sufficient time for the review to be carried out, to make any necessary changes to marks and to inform the candidate of the outcome, all before the awarding body's deadline.
7. **RHS** will ensure that the review of marking is carried out by an assessor who has appropriate competence, has had no previous involvement in the assessment of that candidate and has no personal interest in the review.
8. **RHS** will instruct the reviewer to ensure that the candidate's mark is consistent with the standard set by the centre.
9. **RHS** will inform the candidate in writing of the outcome of the review of the centre's marking.
10. The outcome of the review of the centre's marking will be made known to the Head of Centre. A written record of the review will be kept and made available to the awarding body upon request.

The moderation process carried out by the awarding bodies may result in a mark change, either upwards or downwards, even after an internal review. The internal review process is in place to ensure consistency of marking within the centre, whereas moderation by the awarding body ensures that centre marking is line with national standards. The mark submitted to the awarding body is subject to change and should therefore be considered provisional.

Appendix 3 Outlining staff responsibilities – GCSE non-exam assessment

Head of Centre

- Ensures that this policy is fit for purpose.
- Ensures the centre's internal appeals procedures clearly detail the procedure to be followed by candidates (or their parents/carers) appealing against internally assessed marks.

Senior Leadership Team

- Accountable for the safe and secure conduct of non-exam assessments. Ensure assessments comply with JCQ guidelines and awarding bodies' subject-specific instructions.
- At the start of the academic year, begin co-ordinating with heads of department/subject to schedule non-exam assessments. (It is advisable that non-exam assessments be spread throughout the academic years of Key Stage 4.)
- Map overall resource management requirements for the year. As part of this resolve:
 - clashes/ problems over the timing or operation of non-exam assessments
 - Issues arising from the need for particular facilities (rooms, IT networks, time out of school, etc.).
- Ensure that all staff involved have a calendar of events.
- Create, publish and update an internal appeals policy for non-exam assessments.
- Ensure any allegations of malpractice are dealt with in accordance with JCQ Suspected Malpractice in Examinations and Assessments.

Heads of Department/Faculty

- Ensure that at least 40 per cent of overall assessment (non-exam and/or external assessment) is taken in the exam series in which the qualification is certificated, to satisfy the terminal assessment requirement in accordance with the awarding body specification. (GCSE Welsh 2nd Language requires at least 75% as the terminal rule)
- Supply to the Exams Officer details of all unit codes for non-exam assessments.
- Standardise internally the marking of all teachers involved in assessing an internally assessed component.
- Ensure that individual teachers understand their responsibilities with regard to non-exam assessment.
- Ensure the sample requested by the awarding body is processed correctly and posted requesting 'proof of posting' or uploaded onto the secure site as requested.

Teaching Staff

- Understand and comply with the general guidelines contained in the current JCQ publication *Instructions for conducting non-exam assessments*.
- Understand and comply with the awarding body specification for conducting non-exam assessments, including any subject-specific instructions, teachers' notes or additional information on the awarding body's website.
- Obtain confidential materials/tasks set by awarding bodies in sufficient time to prepare for the assessment(s) and ensure that such materials are stored securely at all times.
- Supervise assessments (at the specified level of control). Undertake the tasks required under the regulations, only permitting assistance to students as the specification allows.
- Ensure that students and supervising teachers sign authentication forms on completion of an assessment as required.
- Mark internally assessed components using the mark schemes provided by the awarding body. Submit marks through the awarding bodies secure website when required, keeping a record of the marks awarded.
- Retain candidates' work securely between assessment sessions (if more than one).

- Post-completion, retain candidates' work securely until the closing date for enquiries about results. In the event that an enquiry is submitted, retain candidates' work securely until the outcome of the enquiry and any subsequent appeal has been conveyed to the Centre.
- Ask the appropriate additional learning needs coordinator (ALNCO) for any assistance required for the administration and management of access arrangements.

Exams Officer

- Enter students for individual units, whether assessed by non-exam assessment, external exam or on-screen test, before the deadline for final entries.
- Enter students' 'cash-in' codes for the terminal exam series.
- Where confidential materials are directly received by the Exams Officer, to be responsible for receipt, safe storage and safe transmission, whether in CD or hard copy format.
- Ensure teaching staff have secondary accounts for the awarding bodies secure website and access to input assessment marks.
- On the few occasions where non-exam assessment cannot be conducted in the classroom, arrange suitable accommodation where non-exam assessment can be carried out, at the direction of the senior leadership team.

Appendix 4 Examinations Contingency Plan

Purpose of the plan

This plan also confirms that Rhosnesni School is compliant with the JCQ regulation (section 5.3, General Regulations for Approved Centres 2022 - 23) that the centre has in place a written examination contingency plan, which covers all aspects of examination administration. This will allow members of the senior leadership team to act immediately in the event of an emergency or staff absence. The examination contingency plan should reinforce procedures in the event of the centre being unavailable for examinations, or on results day, owing to an unforeseen emergency.

Possible causes of disruption to the exam process:

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

Entries

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

Pre-exams

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

Exam time

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

Results and post-results

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

Centre actions to mitigate the impact of the disruption:

- SLT to nominate and train at least two additional members of staff in management and administration of exams, including MIS & A2C.
- Refer to Exams Planner for timing of key tasks, exemplars of documents and deadlines

- HODs to check entries and ensure candidates briefed on timetables and receive all necessary information
- HODs to ensure all internal assessments completed and marks/sample submitted
- Liaise with Business Manager re recruitment of invigilators

ALNCO 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
- centre fails to recognise its duties towards disabled candidates as defined under the terms of the Equality Act 2010 evidence of need and evidence to support normal way of working not collated.

Pre-exams

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

Exam time

Access arrangement candidate support not arranged for exam rooms

Centre actions to mitigate the impact of the disruption

- ALN team to ensure that candidates are identified and assessment for access carried out before end of year 9. Information to be passed on to Exams Officer so that approval applications can be made at the start of the course
- SLT to ensure that all team trained to support candidates in exams

Teaching staff extended absence at key points in the exam cycle

- Non-examination assessment tasks not set/issued/taken by candidates as scheduled
- Candidates not being informed of centre assessed marks before marks are submitted to the awarding body and therefore not being able to consider appealing internal assessment decisions and requesting a review of the centre's marking
- Internal assessment marks and candidates' work not provided to meet awarding body submission deadlines

Centre actions to mitigate the impact of the disruption

- SLT to nominate subject deputy to check entry information and liaise with Exams Officer
- Exams Officer to check awarding body secure websites for any pre-release material
- Contact awarding bodies regarding any late submission requests

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 to mitigate the impact of the disruption

- Contact invigilators at start of school year to check availability and arrange update meeting
- Download Summer timetables as soon as confirmed so that peak days can be identified
- Allocation of back-up invigilator to be available in case of absence

- Member of SLT or senior teacher to be available on peak exam days
- Use of Cover Supervisors / other support staff by ensuring a wide group trained as invigilators

Criteria for implementation of the plan

- Exams officer unable to identify sufficient/appropriate rooms during exams timetable planning

Insufficient rooms available on peak exam days

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

Centre actions to mitigate the impact of the disruption

- SLT to look at alternative venues or contact other centres / consider the town facilities
- Contact awarding bodies
- Utilise Leisure Centre on Rhosnesni Centre Site

MIS system failure at final entry deadline

MIS system failure during exams preparation MIS system failure at results release time

Centre actions to mitigate the impact of the disruption

- Submit entries in advance of deadline and if necessary in a paper format
- Contact awarding bodies and IBS/Capita for support
- Ensure ICT support available at results release time
- Download results at an alternative venue via awarding bodies secure sites

Emergency evacuation of the exam room (or centre lock down)

Criteria for implementation of the plan

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

Centre actions to mitigate the impact of the disruption

- Apply to exam board for special consideration
- Ensure compliance with evacuation, lockdown and health and safety policies
- Return and complete exam when / if safe to do so

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 to mitigate the impact of the disruption

- Prioritise candidates with exams
- Find alternative venue if all areas of centre unavailable
- Teaching material to be delivered by alternative means, e.g. online
- Advise candidates that they may need to sit exams in next available session

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 to mitigate the impact of the disruption

- Contact awarding bodies to see if exam can be taken elsewhere
- Offer candidates opportunity to sit missed exams in next available series
- Apply for Special Consideration if candidates have completed a sufficient percentage of the assessment and the circumstances are valid

Centre unable to open as normal during the examination period (including in the event of the centre being unavailable for examinations owing to an unforeseen emergency)

Criteria for implementation of the plan

- Centre unable to open as normal for scheduled examinations
- Centre actions to mitigate the impact of the disruption
- If possible open school for exam candidates only. Final decision to rest with Headteacher.
- Look for alternative venue and contact awarding bodies for approval
- Offer candidates opportunity to sit missed exams in next available series
- Apply for Special Consideration
- Keep parents and candidates informed

Disruption in the distribution of examination papers

Criteria for implementation of the plan

- Disruption to the distribution of examination papers to the centre in advance of examinations
- Centre actions to mitigate the impact of the disruption
- Contact awarding bodies to request electronic papers via secure websites or faxed papers.

Disruption to the transportation of completed examination scripts

Criteria for implementation of the plan

- Delay in normal collection arrangements for completed examination scripts/assessment evidence
- Centre actions to mitigate the impact of the disruption
- Contact Parcelforce Exams helpline to arrange additional collection
- Keep papers in secure storage until collected
- Contact awarding bodies and arrange alternative courier collection with their approval
- Take to approved Parcelforce worldwide post office. Ensure log signed

Assessment evidence is not available to be marked

Criteria for implementation of the plan

- Large scale damage to or destruction of completed examination scripts/assessment evidence before it can be marked
- Completed examination scripts/assessment evidence does not reach awarding organisations
- Centre actions to mitigate the impact of the disruption
- Apply for Special Consideration. Awarding bodies to apply mark based on performance in other papers or assessment both external or internal papers
- Offer candidates opportunity to re-sit at next opportunity

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

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 to mitigate the impact of the disruption
- SLT to arrange alternative venue or share with another local school.
- contact candidates and parents
- Make post-results requests using paper applications or Excel spreadsheets if unable to access online service

JCQ

The qualification regulators, -JCQ and government departments responsible for education have prepared and agreed information for schools and colleges in the event of examinations being

seriously disrupted. This jointly agreed information will ensure consistency of response in the event of major disruption to the examinations system affecting significant numbers of candidates.

Further information may be found at: <https://www.gov.uk/government/publications/examsystem-contingencyplan-england-wales-and-northern-ireland/what-schools-and-collegesshould-do-if-exams-or-other-assessmentsare-seriously-disrupted>

Appendix 5

Conflict of Interest

The conflict of interest process is designed to protect the integrity of the exams system. It ensures that staff members are protected if there is an allegation of malpractice due to perceived or real conflict.

Responsibility

The Head of Centre is responsible for managing the conflict of interest process by following the JCQ regulations of what must be reported to awarding bodies and the information that needs to be kept on record

Reporting

Awarding bodies must be informed about conflict of interest before the deadline for entries for each examination series.

Awarding bodies need to know about:

- Any member of staff taking qualifications at their own school
- any member of staff teaching and preparing members of their family or close friends for qualifications
- entering members of staff for qualifications at their own school should be a last resort and only when the individual has been unable to find an alternative.

In this case the Head of Centre must ensure that:

- The usual protocols are in place to prevent the member of staff accessing exam materials prior to the exam and that other school staff understand the importance of maintaining the integrity and confidentiality of the exam materials.
- the member of staff does not receive preferential material

To inform the above information, a conflict of interest form needs to be completed.

Keeping Records

The Head of Centre is responsible for maintaining clear records which must include:

- the details of measures which have been put in place to mitigate any potential risk to the integrity of the qualifications offered
- be available if requested by the JCQ inspector
- be available if requested in the event of concerns being reported to an awarding body
- be kept until the deadline for reviews of marking has passed or until any appeal malpractice.

Exams Integrity Team to be contacted if advice is needed

Appendix 6

Malpractice

Introduction

What is malpractice and maladministration?

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

- a breach of the Regulations
- a breach of awarding body requirements regarding how a qualification should be delivered
- a failure to follow established procedures in relation to a qualification which:
- gives rise to prejudice to candidates
- compromises public confidence in qualifications
- compromises, attempts to compromise or may compromise the process of assessment, the integrity of any qualification or the validity of a result or certificate
- damages the authority, reputation or credibility of any awarding body or centre or any officer, employee or agent of any awarding body or centre

Candidate malpractice

'Candidate malpractice' means malpractice by a candidate in connection with any examination or assessment, including the preparation and authentication of any controlled assessments, coursework or non-examination assessments, the presentation of any practical work, the compilation of portfolios of assessment evidence and the writing of any examination paper.

'Centre staff malpractice' means malpractice committed by:

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

Suspected malpractice

For the purposes of this document, suspected malpractice means all alleged or suspected incidents of malpractice

Purpose of the policy

RHS has in place a written malpractice policy which covers all qualifications delivered by the centre and details how candidates are informed and advised to avoid committing malpractice in examinations/assessments, how suspected malpractice issues should be escalated within the centre and reported to the relevant awarding body

General principles

In accordance with the regulations RHS will:

- Take all reasonable steps to prevent the occurrence of any malpractice (which includes maladministration) before, during and after examinations have taken place
- Inform the awarding body immediately of any alleged, suspected or actual incidents of malpractice or maladministration, involving a candidate or a member of staff, by completing the appropriate documentation

- As required by an awarding body, gather evidence of any instances of alleged or suspected malpractice (which includes maladministration) in accordance with the JCQ publication Suspected malpractice - Policies and procedures and provide such information and advice as the awarding body may reasonably require

Preventing malpractice RHS

has in place:

- Robust processes to prevent and identify malpractice, as outlined in section 3 of the JCQ publication Suspected Malpractice: Policies and Procedures This includes ensuring that all staff involved in the delivery of assessments and examinations understand the requirements for conducting these as specified in the following JCQ documents and any further awarding body guidance:
 - General Regulations for Approved Centres 2023-2024
 - Instructions for conducting examinations (ICE) 2023-2024
 - Instructions for conducting coursework 2023-2024
 - Instructions for conducting non-examination assessments 2023-2024
 - Access Arrangements and Reasonable Adjustments 2023-2024
 - A guide to the special consideration process 2023-2024
 - Suspected Malpractice: Policies and Procedures 2023-2024
 - Plagiarism in Assessments
 - AI Use in Assessments: Protecting the Integrity of Qualifications
 - A guide to the awarding bodies' appeals processes 2023-2024

Informing and advising candidates

A candidate assembly is held at the start of each academic year and, again, before the start of the summer exam season. All exam candidates are issued with JCQ notice to candidates. Hard copy and emailed home. This assembly will highlight best practice and also covers examples of learner malpractice

Identification and reporting of malpractice, escalating suspected malpractice issues

- Once suspected malpractice is identified, any member of staff at the centre can report it using the appropriate channels Suspected malpractice should be reported to the Exams Officer and/or Head of Centre
- Concerns regarding the Exams Officer should be reported to the Head of Centre. Concerns about the Head of Centre should be reported to Governors

Reporting suspected malpractice to the awarding body

- The head of centre will notify the appropriate awarding body immediately of all alleged, suspected or actual incidents of malpractice, using the appropriate forms, and will conduct any investigation and gathering of information in accordance with the requirements of the JCQ publication Suspected Malpractice: Policies and Procedures
- The head of centre will ensure that where a candidate who is a child/vulnerable adult is the subject of a malpractice investigation, the candidate's parent/carer/ appropriate adult is kept informed of the progress of the investigation
- Form JCQ/M1 will be used to notify an awarding body of an incident of candidate malpractice. Form JCQ/M2 will be used to notify an awarding body of an incident of suspected staff malpractice/maladministration
- Malpractice by a candidate discovered in a controlled assessment, coursework or non- examination assessment component prior to the candidate signing the declaration of authentication need not be reported to the awarding body but will be dealt with in accordance with the centre's internal procedures. The only exception to this is where the awarding body's confidential assessment material has potentially been breached. The breach will be reported to the awarding body immediately

- If, in the view of the investigator, there is sufficient evidence to implicate an individual in malpractice, that individual (a candidate or a member of staff) will be informed of the rights of accused individuals
 - Once the information gathering has concluded, the head of centre (or other appointed information-gatherer) will submit a written report summarising the case to the relevant awarding body, accompanied by the information obtained during the course of their enquiries
 - Form JCQ/M1 will be used when reporting candidate cases; for centre staff, form JCQ/M3 will be used
 - The awarding body will decide on the basis of the report, and any supporting documentation, whether there is evidence of malpractice and if any further investigation is required. The head of centre will be informed accordingly
- Communicating malpractice decisions

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

Appeals against decisions made in cases of malpractice RHS

will:

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

Examples of Staff Malpractice

The following are examples of staff malpractice. This is not an exhaustive list. Other instances of malpractice may be identified and considered by the awarding bodies at their discretion.

Breach of security

- Any act which breaks the confidentiality of question papers or materials, and their electronic equivalents, or the confidentiality of candidates' scripts or their electronic equivalents.

It could involve:

- failing to keep examination material secure prior to an examination; or discussing or otherwise revealing secure information in public, e.g. internet forums; or moving the time or date of a fixed examination beyond the arrangements permitted within the JCQ publication Instructions for conducting examinations.
- Conducting an examination before the published date constitutes centre staff malpractice and a clear breach of security;
- failing to supervise adequately candidates who have been affected by a timetable variation; (This would apply to candidates subject to overnight supervision by centre personnel or where an examination is to be sat in an earlier or later session on the scheduled day);
- permitting, facilitating or obtaining unauthorised access to examination material prior to an examination;
- failing to retain and secure examination question papers after an examination in cases where the life of the paper extends beyond the particular session. For example, where an examination is to be sat in a later session by one or more candidates due to a timetable variation;
- tampering with candidate scripts or controlled assessments or coursework after collection and before despatch to the awarding body/examiner/moderator; (This would additionally include reading candidates' scripts or photocopying candidates' scripts prior to despatch to the awarding body/examiner. The only instance where

photocopying a candidate's script is permissible is where he/she has been granted the use of a transcript);

- failing to keep candidates' computer files secure which contain controlled assessments or coursework.

Deception

Any act of dishonesty in relation to an examination or assessment, but not limited to:

- inventing or changing marks for internally assessed components (e.g. coursework) where there is no actual evidence of the candidates' achievement to justify the marks awarded;
- manufacturing evidence of competence against national standards; or fabricating assessment and/or internal verification records or authentication statements;
- entering fictitious candidates for examinations or assessments, or otherwise subverting the assessment or certification process with the intention of financial gain (fraud);
- substituting one candidate's controlled assessment or coursework for another.

Improper assistance to candidates

Any act where assistance is given beyond that permitted by the specification or regulations to a candidate or group of candidates, which results in a potential or actual advantage in an examination or assessment.

- For example: assisting candidates in the production of controlled assessments or coursework, or evidence of achievement, beyond that permitted by the regulations; sharing or lending candidates' controlled assessments or coursework with other candidates in a way which allows malpractice to take place;
- assisting or prompting candidates with the production of answers; or permitting candidates in an examination to access prohibited materials (dictionaries, calculators etc.);
- prompting candidates in an examination/assessment by means of signs, or verbal or written prompts;
- assisting candidates granted the use of an Oral Language Modifier, a practical assistant, a prompter, a reader, a scribe or a Sign Language Interpreter beyond that permitted by the regulations. Failure to co-operate with an investigation;
- failure to make available information reasonably requested by an awarding body in the course of an investigation, or in the course of deciding whether an investigation is necessary; and/or
- failure to investigate on request in accordance with the awarding body's instructions or advice; and/or
- failure to investigate or provide information according to agreed deadlines; and/or failure to report all suspicions of malpractice.

Examples of Learner Malpractice

The following are examples of learner malpractice. This is not an exhaustive list. Other instances of malpractice may be identified and considered by the awarding bodies at their discretion. For example:

- the alteration or falsification of any results document, including certificates;
- a breach of the instructions or advice of an invigilator, supervisor, or the awarding body in relation to the examination or assessment rules and regulations;
- failing to abide by the conditions of supervision designed to maintain the security of the examinations or assessments;
- collusion: working collaboratively with other candidates, beyond what is permitted;
- copying from another candidate (including the use of IT to aid the copying);
- allowing work to be copied e.g. posting written coursework on social networking sites prior to an examination/assessment;
- the deliberate destruction of another candidate's work;

- disruptive behaviour in the examination room or during an assessment session (including the use of offensive language);
- exchanging, obtaining, receiving, passing on information (or the attempt to) which could be examination related by means of talking, electronic, written or non-verbal communication;
- making a false declaration of authenticity in relation to the authorship of controlled assessments, coursework or the contents of a portfolio;
- allowing others to assist in the production of controlled assessments, coursework or assisting others in the production of controlled assessments or coursework;
- the misuse, or the attempted misuse, of examination and assessment materials and resources (e.g. exemplar materials);
- being in possession of confidential material in advance of the examination;
- bringing into the examination room notes in the wrong format (where notes are permitted in examinations) or inappropriately annotated texts (in open book examinations);
- the inclusion of inappropriate, offensive or obscene material in scripts, controlled assessments, coursework or portfolios;
- impersonation: pretending to be someone else, arranging for another person to take one's place in an examination or an assessment;
- plagiarism: unacknowledged copying from published sources or incomplete referencing;
- theft of another candidate's work; For further information see Appendix E Plagiarism
- bringing into the examination room or assessment situation unauthorised material, for example: notes, study guides and personal organisers, own blank paper, calculators (when prohibited), dictionaries (when prohibited), instruments which can capture a digital image, electronic dictionaries (when prohibited), translators, wordlists, glossaries, iPods, mobile phones, earphones/earbuds, AirPods, watches or other similar electronic devices;
- the unauthorised use of a memory stick or similar device where a candidate uses a word processor;
- behaving in a manner so as to undermine the integrity of the examination;
- Improper use of AI.

Examples of Maladministration

The following are examples of maladministration. This is not an exhaustive list. Other instances of maladministration may be identified and considered by the awarding bodies at their discretion.

- Failure to adhere to the regulations regarding the conduct of controlled assessments, coursework and examinations or malpractice in the conduct of the examinations/assessments and/or the handling of examination question papers, candidate scripts, mark sheets, cumulative assessment records, results and certificate claim forms, etc.

For example:

- failing to ensure that candidates' coursework or work to be completed under controlled conditions is adequately monitored and supervised;
- inappropriate members of staff assessing candidates for access arrangements who do not meet the criteria as detailed within Chapter 7 of the JCQ publication Access Arrangements and Reasonable Adjustments;
- failure to use current assignments for assessments;
- failure to train invigilators adequately, leading to non-compliance with the JCQ publication Instructions for conducting examinations;
- failing to issue to candidates the appropriate notices and warnings, e.g. JCQ Information for candidates documents;
- failure to inform the JCQ Centre Inspection Service of alternative sites for examinations;

- failing to post notices relating to the examination or assessment outside all rooms (including Music and Art rooms) where examinations and assessments are held;
- not ensuring that the examination venue conforms to the requirements as stipulated in the JCQ publication Instructions for conducting examinations;
- the introduction of unauthorised material into the examination room, either prior to or during the examination; (N.B. this precludes the use of the examination room to coach candidates or give subject-specific presentations, including power-point presentations, prior to the start of the examination).

Appendix 7

Artificial Intelligence Policy

Artificial Intelligence (AI) refers to the **development of computer systems** capable of performing tasks that typically require human intelligence. These tasks include **reasoning, learning, problem-solving, perception, and language understanding**.

Artificial intelligence (AI) tools are now widespread and easy to access. Staff, pupils and parents/carers may be familiar with generative chatbots such as ChatGPT and Google Bard. Rhosnesni High School recognises that AI has many uses to help pupils learn, but may also lend itself to cheating and plagiarism. Pupils **may not** use AI tools:

During assessments, including internal and external assessments, and coursework to write their homework or class assignments, where AI-generated text is presented as their own work pupils **may** use AI tools:

- As a research tool to help them find out about new topics and ideas
- When specifically studying and discussing AI in schoolwork, for example in IT lessons or art homework about AI-generated images. All AI-generated content must be properly attributed
- Where a pupil uses an AI tool, the pupil should retain a copy of the question(s) asked and the AI-generated responses. Pupils must submit this along with the assessment.
- Students must not use AI to answer exam questions or seek assistance during the exam

Staff should:

- Be aware that AI tools are still being developed and should use such tools with caution as they may provide inaccurate, inappropriate or biased content
- Make students aware of the risks of using AI tools and that they need to appropriately reference AI as a source of information to maintain the integrity of assessments
- Staff should monitor the use of AI and provide necessary guidance.
- Explain the importance to all students of submitting their own independent work for assessments
- Ensure that students are clear about how to reference the use of technology and website appropriately
- Ensure that they are familiar with AI tools their risks and the available AI detection tools
- Ensure that if necessary they know how to disable access to AI/internet if they need to
- Reinforce to students the importance of their declaration when they confirm that the work they submit is their own and the consequences of a false declaration
- AI must not be used during exams as this constitutes exam malpractice.
- Staff should ensure that students are aware of the School AI policy and the consequences of violating it

In appropriate usage of AI will be reported in line with the schools malpractice policy.

Any breach of the policy will result in the appropriate action being taken

Any staff member who identifies any AI based activities or software that is or may be in violation of JCQ regulations must report this to the examinations officer immediately. who will report appropriately to the awarding body.

For more information on AI misuse, see JCQ's 'AI Use in Assessments: Protecting the Integrity of Qualifications'. Any misuse of AI tools will be treated as malpractice.