



Royal Wootton Bassett Academy

Exams Policy

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Key Staff Involved in the Exams Policy

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Exams Officer	Mrs Sharon Mills
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Relevant Legislation

The Disability Discrimination Act/The Equality Act

Relevant Joint Council for Qualifications (JCQ) Documentation

- General Regulations for Approved Centres (GR)
- Instructions for conducting examinations (ICE)
- Access Arrangements and Reasonable Adjustments (AARA)
- Suspected Malpractice – Policies and Procedures (SMPP)
- Instructions for conducting coursework (ICC)
- Instructions for conducting non-examination assessments (NEA)
- A guide to the special consideration process (SC)

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1. Purpose of the policy

The centre is committed to ensuring that the examinations/assessments management and administration process is run effectively and efficiently and in compliance with the published JCQ regulations and awarding body requirements.

This policy will ensure that:

- all aspects of the centre's process is documented, supporting the centre's contingency plan, and other relevant exams-related policies and procedures are signposted to
- the workforce is well informed and supported
- all centre staff involved in the process clearly understand their roles and responsibilities
- all exams and assessments are conducted according to JCQ and awarding body regulations, guidance and instructions, thus maintaining the integrity and security of the examination/assessment system at all times
- exam candidates understand the 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 communicated to all relevant centre staff.

2. Roles and responsibilities overview

The **head of centre** is the individual who is accountable to the awarding bodies for ensuring that the centre is always compliant with the published JCQ regulations and awarding body requirements to ensure the security and integrity of the examinations/assessments. This individual must have the authority to deploy the necessary resources to ensure that the centre is always compliant in meeting published JCQ regulations and awarding body requirements.

The **examinations officer** is the person appointed by the head of centre to act on behalf of, and be the main point of contact for, the centre in matters relating to the general administration of awarding body examinations and assessments.

a) Head of centre responsibilities

(GR 1)

Heads of centre must ensure that senior leadership teams and exam office personnel familiarize themselves with the entire contents of the current General Regulations for Approved Centres (GR) booklet. In particular, heads of centre must familiarise themselves with paragraphs 5.1, 5.3 and 5.4.

Heads of centre must ensure that relevant members of staff respond promptly to actions raised by the JCQ Centre Inspection Service. Failure to do so could result in the centre not receiving or being able to access question papers and other confidential assessment materials. Ultimately, awarding bodies could withdraw approval of the centre.

Heads of centre must ensure that relevant members of staff respond promptly to requests for information from awarding bodies relating to the administration and conducting of examinations/assessments.

- Overall responsibility (delegated to the Assistant Headteacher in charge of Examinations) for the school as an examination centre.
- Responds to National Centre Number Register annual update by the end of October and confirms they are aware of and adhering to the latest version of JCQ regulations, (in particular sections 5.1, 5.3 and 5.4) by completion of the Head of Centre Declaration. Has the authority to deploy the necessary resources to ensure that the centre is always compliant in meeting JCQ regulations and awarding body requirements.
- Has in place a member of the senior leadership team who will provide support and guidance to the examinations officer and ensure that the integrity and security of examinations is maintained throughout the examination series. This person will ensure that staff respond promptly to requests for information from awarding bodies relating to the administration and conducting of examinations/assessments.
- Ensures that the examinations officer has sufficient time to perform their role and familiarise themselves with relevant awarding body and JCQ documentation.
- Can confirm to an awarding body the external governance arrangements so that the awarding body has confidence in the integrity of centre activities such as the delivery of qualifications and the conducting of examinations and assessments.
- Ensures that there are between two and six keyholders only for the centre's secure store facility and that each keyholder fully understands their responsibilities as a key holder.
- Co-operates with the JCQ Centre Inspection Service, ensuring that the inspector is accompanied at all times and is able to access areas appropriate to that inspection.
- Manages conflicts of interest by informing the awarding bodies before the published deadline for entries for each examination series of any potential conflict of interest where:
 - any members of centre staff who are taking a qualification at this centre which includes internally assessed components/units
 - any members of centre staff who are teaching and preparing members of their family (which includes step-family, foster family and similar close relationships) or close friends and their immediate family (e.g. son/daughter) for qualifications which include internally assessed components/units

b) Senior Leaders responsibilities

- Ensure a documented emergency evacuation procedure for exam rooms is in place
- Support eligible applications for special consideration by signing appropriate evidence
- 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 after the retention period or disposed of according to the requirements
- Identify centre staff who will be involved in the main summer results day(s) and their role
- Ensure senior members of staff are accessible to candidates immediately after the publication of results so that results may be discussed and decisions made on the submission of any requests for post-results services and ensure candidates are informed of the periods during which centre staff will be available so that they may plan accordingly

c) Examinations Officer responsibilities

Managing the administration of public and pre-public examinations and reporting of examination results:

- Understands the contents of annually updated JCQ publications.
- Completes/submits the National Centre Number Register annual update by the end of October every year and informs the NCNR team of any other changes that could affect the centre's status.
- Signposts relevant centre staff to JCQ publications and awarding body documentation relating to the exams process that have been updated.
- As the centre administrator, approves relevant access rights for centre staff to access awarding body secure extranet sites.
- Advises the Leadership Team, subject and class tutors and other relevant support staff on annual examination timetables and application procedures as set by the various examination boards.
- Oversees the production and distribution to all parties of dates for all examinations in which candidates will be involved and communicates regularly with staff concerning imminent deadlines and events.
- Ensures that candidates and their parents are informed of and understand those aspects of the examination timetable that will affect them.
- Consults with teaching staff to ensure that necessary centre-based 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 examination papers and completed scripts.
- Administers access arrangements and makes applications for special consideration using the *JCQ Access arrangements and special considerations regulations* and *Guidance relating to candidates who are eligible for adjustments in Examinations*.
- Ensures that invigilators supervising and supporting access arrangement candidates fully understand the respective role and what is and what is not permissible in the exam room.
- Identifies and manages examination timetable clashes.
- Accounts for income and expenditures relating to all examination costs/charges.
- Line manages the senior examinations invigilators and organises the recruitment, training and monitoring of a team of examinations invigilators responsible for the conduct of examinations. Keeps a record of the content of the training provided to invigilators.
- Line manages the examinations assistant.
- Submits candidates' centre-based assessments, tracks, despatches and stores returned centre based assessments and any other material required by the appropriate awarding bodies correctly and on schedule.
- Arranges for dissemination of examination results and certificates to candidates and forwards, in consultation with the AHT (Assistant Headteacher), any appeals/review of marking requests.
- Ensures senior members of staff are accessible to candidates immediately after the publication of results so that results may be discussed and decisions made on the submission of any requests for post-results services and ensure candidates are informed of the periods during which centre staff will be available so that they may plan accordingly.
- Maintains systems and processes to support the timely entry of candidates for their examinations.
- Prior to exams issues relevant JCQ information for candidates documents.
- Advises on appeals and reviews of marking.
- Reports all suspicions or actual incidents of malpractice. Refer to the JCQ document *Suspected malpractice in examinations and assessments*.

- Maintains internal records (that confirm the measures taken/protocols in place to mitigate any potential risk to the integrity of the qualifications affected) of all instances where:
 - exams office staff have members of their family (which includes step-family foster family and similar close relationships) or close friends and their immediate family (e.g. son/daughter) being entered for examinations and assessments either at this centre or other centres
 - centre staff are taking qualifications at this centre which do not include internally assessed components/units
 - centre staff are taking qualifications at other centres
- Retains records of all conflicts of interest including details of the measures taken to mitigate any potential risk to the integrity of the qualifications affected (The records may be inspected by a JCQ Centre Inspector and/or awarding body staff. They might be requested in the event of concerns being reported to an awarding body. The records must be retained until the deadline for reviews of marking has passed or until any appeal, malpractice or other results enquiry has been completed, whichever is later)
- Works with the SENCo (or equivalent role) to ensure invigilators supervising access arrangement candidates and those acting as a facilitator supporting access arrangement candidates fully understand the respective role and what is and what is not permissible in the exam room
- 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 a master centre exam timetable for each exam series
- Identifies and resolves candidate exam timetable clashes according to the regulations (only applying overnight supervision arrangements as a last resort, once all other options have been exhausted and according to the centre's policy)
- Works with senior leaders to ensure procedures for managing the main summer results day(s) (a results day programme) are in place
- 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 an exams review
- Keeps records as required by JCQ and awarding bodies for the required period

d) Examinations Assistant responsibilities

- To support the Examinations Officer in all of the above areas

e) Heads of Department responsibilities

- Guidance and pastoral oversight of candidates who are unsure about examination entries or amendments to entries.
- Involvement in post-results procedures, liaising with Assistant Headteacher (in charge of Examinations).
- Accurate completion of centre-based assessment mark sheets and declaration sheets.
- Accurate completion of entry and all other mark sheets and adherence to deadlines as set by the Examinations Officer.
- Maintaining integrity of centre-based assessments in line with JCQ regulations.

- Ensuring teaching staff keep themselves updated with awarding body subject and teacher-specific information to confirm effective delivery of qualifications.
- Providing information to the examinations officer on any new qualifications to be offered before the end of the academic year preceding the start of the course.

f) Careers Officer responsibilities

- Guidance of future pathways and careers.

g) Subject Staff responsibilities

- Notification of access arrangements (as soon as possible after the start of the course).
- Submission of candidate names to heads of department.
- Ensuring candidates understand centre-based assessment regulations.
- Allowing candidates access to relevant pre-release materials on, or as soon as possible after, the date specified by the awarding bodies.
- Keeping themselves updated with awarding body subject and teacher-specific information to confirm effective deliver of qualifications.
- Attend relevant awarding body training and update events.

h) SENCO (Special Educational Needs Co-ordinator) responsibilities

- Understanding the content of the annually updated JCQ Access Arrangements and Reasonable Adjustments and referring and directing relevant centre staff to this.
- Leading on the access arrangements process.
- Testing of identified candidates' requirements for access arrangements.
- Provision of additional support — with spelling, reading, mathematics, dyslexia or essential skills, hearing impairment, English for speakers of other languages, IT equipment — to help candidates achieve their course aims, alongside the Lead TA for Access Arrangements.
- Updating the Access Arrangements and Word Processor policies.

i) Senior Invigilator/Invigilators responsibilities

- Attending/undertaking training, update, briefing and review sessions as required.
- Provide information as requested on their availability to invigilate.
- Collection of examination papers and other material from the examination's office before the start of the examination.
- Maintaining optimum conditions during the examinations themselves.
- Ensuring examinations are conducted in accordance with the JCQ booklet "Instructions for Conducting Examinations".
- Reporting any incidents, potential malpractice and concerns to the Examinations Officer as soon as is practical.
- Collection of all examination papers in the correct order at the end of the examination and their return to the examination's office.

j) Candidate responsibilities

- Checking of Statement of Entry.
- Checking of issued timetables to confirm accuracy of entries.
- Understanding centre-based assessment regulations and signing a declaration that authenticates the centre-based assessment as their own.

k) Administrative staff responsibilities

- Support for the input of data.
- Posting of examination papers.
- Securing the necessary Disclosure Barring Service (DBS) clearance for new invigilators.

3. Qualifications offered

Qualifications offered at this centre are decided by the LT. They are GCSE, GCE, BTEC, Cambridge Nationals and WJEC Tech Awards Level 1/2.

The subjects offered for these qualifications in any academic year may be found in the centre's published prospectus for that year. If there has been a change of specification from the previous year, the examinations office must be informed by the Head of Department by the end of the Summer term prior to the first year of the course.

Decisions on whether candidates should not take an individual subject will be taken in consultation with the candidates, parents/carers, Deputy Headteacher responsible for standards, curriculum and assessments and the Head of Year.

At Key Stage 4

All candidates will be entitled, and enabled, to achieve an entry for qualifications from an external awarding body.

Key Stage 5

All candidates will be entitled, and enabled, to achieve an entry for AS, A-Level and BTEC qualifications.

4. Examination seasons and timetables

Examination seasons

Pre-public examinations schedules are published annually.

External examinations are scheduled in November (Post 16 English and Mathematics retakes), January (Vocational units) and May/June.

All pre-public examinations are held under external examination conditions.

Timetables

The Examinations Officer will circulate the examination timetables for both external and internal examinations once these are confirmed.

5. Entries, entry details, late entries and retakes

Entries

Candidates are selected for their examination entries by the Heads of Subject and the subject teachers.

A candidate or parent/carer can request a subject entry, change of level or withdrawal in consultation with the Head of Department and Examinations Officer.

The centre accepts external entries in consultation with the candidate, relevant subject lead and Examinations officer.

Late entries

Entry deadlines are circulated to heads of department via email.
Late entries are authorised by Heads of Department and Examinations Officer.

Retakes

Retakes for BTEC modules at levels 1, 2 and 3 can be completed during the year in accordance with BTEC regulations (Pearson)

GCSE retakes are restricted to Post 16 students for Mathematics and English in compliance with Examination Board regulations.

Retake decisions will be made in consultation with candidates, subject teachers, and parents.

6. Private Candidates

RWBA does not accept private candidates, however students who wish to resit a qualification that was recently taken at the school can contact the exams team to have their request considered.

Students currently attending RWBA who wish to take a qualification in a language that is spoken at home can contact the exams team via their tutor or head of year. If we are able to source an appropriate assessor for the spoken assessment aspect of the assessment then we will consider entering the student in consultation with the year team.

The Deputy Headteacher responsible for standards, curriculum and assessments has the final decision on whether to enter private candidates.

7. Examination fees

All initial registration and entry examination fees are paid by the centre.

Late entry or amendment fees are paid by the departments or candidates if it is the candidate's fault that the entry is late.

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

Reimbursement will be sought from candidates who fail to sit an examination or meet the necessary centre-based assessment requirements, this will be communicated to parents.

This fees reimbursement guidance will be communicated in writing to candidates and parents/carers during GCSE and post-16 courses (Guidance for Students and Parents Booklet).

Retake fees for first and any subsequent retakes are paid by the candidates. The only exception to this are Post 16 English and Mathematics.

8. The Disability Discrimination Act (DDA) and The Equality Act (EA) special needs and access arrangements

DDA and EA

The Disability Discrimination Act 2005 and the Equality Act 2010 extends the application of the DDA and EA to general qualifications. All examination centre staff must ensure that the access arrangements and special consideration regulations and guidance are consistent with the law.

Special needs

A candidate's special needs requirements are determined by the SENCO, Educational Psychologist /Specialist Teacher and the Head of Year.

The SENCO will inform subject teachers of candidates with special educational needs who are embarking on a course leading to an examination, and the date of that examination. The SENCO can then inform individual staff of any special arrangements that individual candidates may be granted during the course and in the examination.

Access arrangements

The SENCO is responsible for completed Form 9's for students who require access arrangements and submitting completed access arrangement applications to awarding bodies.

Rooming for access arrangement candidates will be arranged by the Examinations Officer in consultation with the SENCO/Lead TA for access arrangements.

Invigilation and support for access arrangement candidates will be organised by the Examinations Officer and the SENCO/Lead TA for access arrangements.

A separate policy related to Access Arrangements can be found with the examinations officer and/or on the school website (Access Arrangements Policy).

8a. Access to Fair Assessment

Statement of Assessment

We aim to provide a variety of qualifications which provide all students with the opportunity to achieve their full potential by the most appropriate and direct route.

Our Assessment Policy is based on the concepts of equality, diversity, clarity, consistency and openness.

We will endeavour to ensure that the assessment processes are implemented in a way which is fair and non-discriminatory.

Access

Students are made aware of the existence of this policy and have open access to it. It can be found in the examinations office and also online on the school website www.rwba.ascendlearningtrust.org.uk

All Tutors are made aware of the contents and purpose of this policy.

This policy is reviewed annually and may be revised in response to feedback from students, tutors and external organisations.

What students can expect from us

We aim to ensure that all assessment of work is carried out fairly and in keeping with the awarding body's requirements.

All portfolio-based work will be assessed fairly against the qualification standards and teachers involved will be fully trained.

Pre-public assessments will be carried out fairly and according to awarding body instructions.

Externally marked tests and exams will be marked according to the requirements of the awarding body.

Students can also expect

To be fully inducted onto a new course and given information that can be shared with parents and carers.

Learning outcomes, performance criteria and other significant elements of learning and assessment to be made clear at the outset of the course and when assignments are set.

To be given appropriate assessment opportunities during the course with feedback provided on the quality of the work.

All work to be marked within two weeks of submission by the student.

Where equivalents and exemptions can be applied, we will ensure this is pursued with the relevant awarding body.

Cheating and Plagiarism

A fair assessment of student's work can only be made if that work is entirely the student's own. Therefore, students can expect an awarding body to be informed if:

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

- They use an artificial intelligence to improve or enhance their written work.
- They use an unauthorised aid during a test or examination
- They copy another student's answers during a test or examination
- They talk during a test or examination.

All allegations of cheating and plagiarism will lead to a full investigation which will follow the guidance of the relevant awarding body.

If a student feels he/she has been wrongly accused of cheating or plagiarism, they should be referred to the Complaints Policy.

Artificial Intelligence

The use of Artificial Intelligence to improve or enhance work is a relatively new concept, however the measures to ensure that students are aware of the importance of submitting their own work are not. Students must make sure that work submitted for assessment is demonstrably their own, otherwise they will have committed malpractice.

Whilst teaching staff will investigate if they have doubts about the authenticity of student work, ultimately the responsibility for identifying and crediting any work reproduced directly from AI generated responses is the students own.

The use of AI in JCQ regulated examinations and assessments is strictly prohibited and includes the use of AI powered tools or devices to:

- Access or store exam materials
- Complete exam questions or tasks
- Generate exam responses
- Communicate with others during an exam
- Translate exam materials

Any student found to have used AI in examinations and assessments may be subject to disciplinary action, including penalties such as:

- Cancellation of exam results
- Exclusion from future exams
- Expulsion from the school

9. Managing Invigilators and Examination Days

Managing invigilators

External invigilators will be used for examination supervision. They will be used for all

examinations.

Internal staff may be used when necessary to support a particular student with a specific need.

The recruitment of invigilators is the responsibility of the Examinations Officer.

Securing the necessary Disclosure Barring Service (DBS) clearance for new invigilators is the responsibility of the school's administration.

DBS fees for securing such clearance are paid by the school.

Invigilators are timetabled, briefed and trained by the Examinations Officer.

Invigilators' rates of pay are set by the school's administration.

All Invigilators annually undertake: safeguarding training, online and in-house exam regulation training.

Examination days

The Examinations Officer will book all examination rooms after liaison with other users and make the question papers, other examination stationery and materials available for the invigilator, ensuring the second pair of eyes check is recorded.

Site management is responsible for setting up the main venues for the examinations. The lead invigilator will start all examinations in accordance with JCQ guidelines.

Subject staff and members of the leadership team may be present outside the venue at the start of the examination to assist with identification of candidates but must not advise on which questions are to be attempted. Subject staff are not allowed inside an exam venue.

In practical examinations subject teachers may be on hand in case of any technical difficulties.

Examination papers must not be read by any member of staff (unless acting as a Reader/Scribe) or removed from the examination room without the permission of the Examinations Officer. Spare papers will be distributed to heads of department/faculty when appropriate by the examinations department, which is a minimum of 24hrs after the exam.

Revision sessions are not allowed in exam venues during the examination season as per JCQ regulations.

The examinations officer ensures a procedure is in place to verify the identity of all candidates by providing 'identity cards' with students' details and photograph to be placed on their exam desk. A member of the exams team will meet private candidates at reception and confirm their photographic identity before ensuring they are escorted at all times.

The examinations officer provides an exam room incident log in all exam rooms for recording any incidents and irregularities and actions any required follow-up reports to awarding bodies as soon as practically possible after the exam has taken place. Invigilators use this log to record any incidents or irregularities that take place in the exam room.

Senior leaders ensure that support is provided for the examinations officer and invigilators when dealing with disruptive candidates in exam rooms and that internal disciplinary procedures relating to candidate behaviour are instigated, where appropriate.

10. Candidates, clash candidates, overnight supervision and special consideration

Candidates

The centre's published rules on acceptable dress, behaviour and candidates' use of mobile phones and all electronic devices apply at all times.

Candidates' personal belongings remain their own responsibility and the school accepts no liability for their loss or damage.

Disruptive candidates are dealt with in accordance with JCQ guidelines and school behaviour policy.

Candidates may leave the examination room for a genuine purpose requiring an immediate return to the examination room, in which case a member of staff must accompany them.

The invigilator will notify the student support manager (SSM) of any candidate who is not present at the start of an examination. The SSM will attempt to contact the candidate and inform the Examinations Officer who will deal with the situation in accordance with JCQ guidelines.

Clash candidates

The Examinations Officer will be responsible as necessary for identifying escorts, identifying a secure venue and arranging supervision.

Overnight Supervision will only be applied as a last resort, once all other options have been exhausted. In this instance the correct JCQ documentation will be completed and held on record and the candidate will be supervised at all times.

Special consideration

Special consideration can only be awarded where a candidate has been fully prepared for assessments and covered the entire course but their ability to demonstrate their subject knowledge and understanding is materially affected by adverse circumstances beyond their control at the time of the assessment(s).

Royal Wootton Bassett Academy will not submit an application for special consideration for trivial cases.

Special consideration can only go some way to assist a candidate affected by a potentially wide range of difficulties, emotional or physical, which may influence performance in their assessments. It cannot remove the difficulty faced by the candidate. This means that there will be some situations where candidates should not be entered for a qualification or a unitized examination. This is because only minor adjustments can be made to the mark awarded. To make larger adjustments would jeopardize the standard of the qualification.

Should a candidate be too ill to sit an examination, suffer bereavement or other trauma or be taken ill during the examination itself, it is the candidate's responsibility to alert the centre, or the examination invigilator, to that effect.

Any special consideration claim must be supported by appropriate evidence within five days of the examination, for example a letter from the candidate's doctor, which must then be authorized by a member of the leadership team.

The Examinations Officer will then forward a completed special consideration form (or apply for this on-line) to the relevant awarding body within seven days of the last date of

examination in that series.

11. Centre based assessments including practicals, Non-Examined Assessments (NEA's) and BTEC Part A's

Candidates who have to prepare portfolios should do so by the end of the course or centre-defined date. Candidates are responsible for taking care of their work.

Heads of Department will ensure all centre-based assessments are ready for despatch at the correct time and the Examinations Officer will keep a record of what has been sent when and to whom. Should centre-based assessments be misplaced through no fault of the candidate then a form 15 should be filled out and sent to the exam board by the exams office. Please see the Risk Management process policy Appendix 1

Subject teachers will not use artificial intelligence as the sole means of marking candidates' work.

Candidates BTEC Part A notes are stored securely by the Examinations Officer until the timetabled Part B examination, in accordance with Pearson regulations.

Should there be any infraction of the rules, measures will then be taken in relation to staff involved according to the disciplinary procedure for teaching and support staff.

Marks for all internally assessed work are submitted to examination boards online by departmental heads. Support will be provided by the Examinations Officer where requested.

12. Results and Post-Results Services.

Results

Candidates will receive individual results slips on results days in person at the school / by post to their home addresses (candidates to provide sae).

Results are also available online via the individual exam boards, however this is not managed by RWBA.

Arrangements for the school to be open on results days are made by the AHT.

The provision of staff on results days is the responsibility of the Examinations Officer.

Post-Results Services – Reviews of Marking

Reviews of Marking may be requested by centre staff or candidates if there are reasonable grounds for believing there has been an error in marking. If a result is queried, the Examinations Officer, teaching staff and Head teacher will investigate the feasibility of asking for a review of marking.

Candidates will be responsible for payment unless there has been a departmental request.

Post-Results Services - Access To Scripts

After the release of results, candidates may ask the Examinations Officer to request the return of scripts.

School staff may also request scripts for investigation or for teaching purposes. The consent of candidates must be obtained.

GCSE review of marking cannot be applied for once an original script has been returned.

13. Certificates

Certificates are collected in person and signed for. Certificates may be collected on behalf of a candidate by a third party, provided they have written authorisation to do so.

Certificates are not withheld from candidates who owe fees.

Candidates who lose their certificates will need to contact relevant examination boards. The school retains certificates for one year.

14. Management of Centre based assessment

Centre based assessment can be a practical exam, NEA or BTEC part A and measures subject specific skills that may not necessarily be judged by external assessment. It encourages a more integrated approach to teaching, learning and assessment and enables teachers to confirm that students carried out the work involved. As the name suggests, it applies increased control over assessment of students' work.

Practical Exam – can be conducted any time during the course in line with JCQ rules, marks must be submitted for moderation by a specified date set by the awarding body.

NEA – can be conducted any time during the duration of the course in line with JCQ rules but must be submitted for moderation by a specified date set by the awarding body.

BTEC Part A – can be conducted within a specified window set by the Examination Board.

Heads of Department **must ensure** that the centre-based assessment task issued to candidates is appropriate to the series in which the assessment will be submitted to the awarding body.

15. Staff responsibilities for the GCSE Centre Based Assessment:

Leadership Team and the Examinations Officer

- Accountable for the safe and secure conduct of centre-based assessments. Ensure assessments comply with JCQ guidelines and awarding bodies' subject-specific instructions. See JCQ document. Instructions for conducting centre-based assessments.
- Co-ordinate with Head of Departments to schedule centre-based assessments in line with Ascend Learning Trust timescales. (It is advisable that centre-based 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 centre based assessments.
- Issues arising from the need for particular facilities (rooms, IT networks, time out of school etc.).
- Create, publish and update an internal appeals policy for centre-based assessments.
- Ensure that all staff, students and parents have a calendar of events.
- Ensure that parents and students are informed of the dates and times of centre based assessments

Heads of Department

- Decide on the awarding body and specifications.

- Standardise internally the marking of all teachers involved in assessing an internally assessed component.
- Ensure that individual teachers understand their responsibilities with regard to centre-based assessment.
- Ensure that individual teachers understand the requirements of the awarding body's specification and are familiar with the relevant teacher's notes, and any other subject specific instructions.
- Where appropriate, develop new assessment tasks or contextualize sample awarding body assessment tasks to meet local circumstances, in line with awarding body specifications and control requirements.
- Discuss any suspected cases of plagiarism/malpractice with the Assistant Head teacher responsible for Examinations and Assessments.
- Explain the assessment criteria to candidates before the centre-based assessments take place.
- Ensure that there are suitable arrangements in place for the candidates who are absent for assessments.
- For centre-based assessments where necessary, ensure seating plans are kept until final results are published.
- Liaise with the SENCO and Examinations Officer regarding any assistance required for the administration and management of access arrangements.
- Report any suspected cases of plagiarism or malpractice to the Assistant Head Teacher who will then liaise with the Deputy Head teacher and Examinations Officer.

Teaching Staff

- Explain the assessment criteria to candidates before the centre-based assessment takes place.
- Understand and comply with the general guidelines contained in the JCQ publication *Instructions for conducting centre-based assessments* and the appropriate Examination Board regulation.
- Understand and comply with the awarding body specification for conducting centre based assessments, including any subject-specific instructions, teachers' notes or additional information on the awarding body's website.
- Supply to the exams office details of all unit codes for centre based assessments.
- 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 specific level of control). Undertake the tasks required under the regulations, only permitting assistance to students as the specification allows.
- Complete seating plans and attendance registers and retain for reference.
- Ensure that students and supervising teachers sign authentication forms on completion of an assessment.
- Mark internally assessed components using the mark schemes provided by the awarding body. Submit marks through the exams office to the awarding body 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 review of marking requests. In the event that a review is submitted, retain candidates work securely until the outcome of the review and any subsequent appeal has been conveyed to the centre.

Examinations Officer

- Enter students for individual units, whether assessed by centre-based assessment, external exam or on-screen test, before the deadline for final entries.
- Enter students 'cash-in' codes.

- Where confidential materials are directly received by the exams office, to be responsible for receipt, safe storage and safe transmission, whether in CD or hard copy format.
- Download and distribute mark sheets for teaching staff to use, collect and send entry information to awarding bodies before deadlines.
- On the few occasions where centre based assessments cannot be conducted in the classroom, arrange suitable accommodation where centre based assessment can be carried out, at the direction of the Assistant Head teacher responsible for Examinations and Assessment.

Special Educational Needs Co-Ordinator (SENCO)

- Ensure access arrangements have been applied for.
- Work with teaching staff to ensure requirements for support staff are met.

16. Internal and external appeals against Centre Based Assessment Marking

Some GCSE, GCE, BTEC, courses will include some elements of work which will be assessed through one or more centre based assessments. These units of work may be assessed in two ways:

Internally - by the subject teacher and department, i.e. centre assessed work. Work will be marked by a course teacher or another member of the departmental staff. When two or more members of staff mark work for the same assessment, it must be standardised and a rank order of all the students drawn up. Once this has been completed, a sample of the marked work will be sent to an external moderator appointed by the awarding body who will check the quality of the marking procedures. At this point the moderator can amend the original school marking if necessary. It should be noted that marks may be adjusted up as well as down.

Externally - by an awarding body appointed moderator. In this case the subject teacher will play no part in assessing the work.

It is important to understand the marking criteria and procedures used for each centre based assessment should it be decided to appeal against the way in which work has been assessed.

Moderation of Centre Assessed Work

Subject teachers will provide students with details of all internally set dates on which centre based assessments are to be taken. Students should be aware that failure to attend a centre based assessment will result in no marks being awarded. Whenever possible, any student missing an assessment should see the subject teacher as soon as possible to arrange an alternative time to complete the work.

NB - it may not always be possible to arrange this for those centre-based assessments which are set with a high degree of control.

Subject teachers will ensure that all centre-based assessments which are marked by school staff are subject to internal moderation. Subject teachers must have agreed the marking procedures with colleagues and discussed all marked work to ensure consistent marking standards have been applied to all students taking the assessment regardless of which member of staff marks the work. This may involve a sample of each teacher's work being remarked by a colleague.

Once marking has been completed the awarding body will ask the centre to send all or a sample of the marked work for further moderation. In this way a students' work may be assessed three times to ensure all marking is accurate, fair and consistent.

For GCSE, GCE, BTEC, Cambridge Nationals and WJEC Tech Awards subjects taught solely on one site, internal departmental moderation will take place at agreed times.

Marks will be issued to students a minimum of 2 weeks before the submission deadline. This is the first possible time when a student can make a formal appeal against the method of marking of their work. Detailed evidence must be provided by the student to substantiate their appeal. This is Stage One. An appeal can only be made at this time on the basis that when marks are released, the student is aware that they remain subject to external moderation and therefore, may be raised or lowered as a result of external moderation.

Externally Assessed Units

Final marks will be made known on results day. This is Stage Two.

There are two occasions when students can raise concerns which may or may not result in an appeal, at Stage One and Stage Two above. At Stage One students should follow procedure A, and at Stage Two, the concern will be treated as a *Review of Marking* and follow procedure B.

Students may also wish to raise a *Review of Marking an Enquiry about Results* for any mark awarded following the release of results on results day. Procedure B should be followed in these cases. It is advisable to discuss the matter with the Head of Subject and the Assistant Headteacher responsible for Examinations and Assessment before requesting an *Enquiry about Results*.

BTEC students have a right to appeal to Pearson regarding any externally set assessments.

Any queries or questions should be discussed with the Examinations Officer or the Deputy Head teacher responsible for Examinations and Assessment should you require any further information or clarification of these procedures.

17. Malpractice

Staff Malpractice

Introduction

In the event of any dispute or allegation regarding staff malpractice in the assessment of internally marked qualifications and also regarding examinations invigilated by staff at the school and marked externally, the process below should be followed.

Examples of Malpractice

Attempted or actual malpractice activity will not be tolerated.

The following are examples of malpractice by staff with regards to portfolio-based qualifications. This list is not exhaustive:

- Tampering with candidates work prior to external moderation/verification
- Assisting candidates with the production of work outside of the awarding body guidance
- Fabricating assessment and/or internal verification records or authentication statements

The following are examples of malpractice by staff with regard to examinations:

- Assisting candidates with exam questions outside of the awarding body guidance

- Allowing candidates to talk, use a mobile phone or go to the toilet unsupervised
- Tampering with scripts prior to external marking taking place.

Staff Malpractice Procedure

Investigations into allegations will be coordinated by the Examinations Officer, who will ensure the initial investigation is carried out within ten working days. The person responsible for coordinating the investigation will depend on the qualification being investigated. The investigation will involve establishing the full facts and circumstances of any alleged malpractice. It should not be assumed that because an allegation has been made, it is true. Where appropriate, the staff member concerned and any potential witnesses will be interviewed and their version of events recorded on paper.

The member of staff will be:

- Informed in writing of the allegation made against him or her.
- Informed what evidence there is to support the allegation.
- Informed of the possible consequences, should malpractice be proven.
- Given the opportunity to consider their response to the allegations.
- Given the opportunity to submit a written statement.
- Given the opportunity to seek advice (as necessary) and to provide a supplementary statement (if required).
- Informed of the applicable appeals procedure, should a decision be made against him/her.
- Informed of the possibility that information relating to a serious case of malpractice will be shared with the relevant awarding body and may be shared with other awarding bodies, the regulators Ofqual, the police and/or professional bodies including the GTC.

Staff Malpractice Sanctions

Where a member of staff is found guilty of malpractice, Royal Wootton Bassett Academy may impose the following sanctions:

- 1) **Written warning:** Issue the member of staff with a written warning stating that if the offence is repeated within a set period of time, further specified sanctions will be applied.
- 2) **Training:** Require the member of staff, as a condition of future involvement in both internal and external assessments to undertake specific training or mentoring, within a particular period of time, including a review process at the end of the training.
- 3) **Special conditions:** Impose special conditions on the future involvement in assessments by the member of staff.
- 4) **Suspension:** Bar the member of staff in all involvement in the administration of assessments for a set period of time.
- 5) **Dismissal:** Should the degree of malpractice be deemed gross professional misconduct; the member of staff could face dismissal from his/her post.

Appeals

The member of staff may appeal against sanctions imposed on them. Appeals will be conducted in line with the Academy's Appeals Procedure, a copy of which is available for students from the Examinations Officer.

Candidate Malpractice

In the event of any dispute or allegation regarding candidate malpractice in the assessment of internally marked qualifications and also regarding examinations marked externally, the process below should be followed.

If a teacher suspects a candidate of malpractice, the candidate will be informed and the allegations will be explained. The candidate will have the opportunity to give their side of the story before any final decision is made. If the candidate accepts that malpractice has occurred, he/she will be given the opportunity to repeat the assignment, provided they have not signed the authentication statement. If found guilty of malpractice following an investigation, the teacher may decide to re-mark previous assignments and these could also be rejected if similar concerns are identified.

If work is submitted for moderation/verification or for marking which is not the candidate's own work, the awarding body may not be able to give that candidate a result.

Examples of Malpractice

Attempted or actual malpractice activity will not be tolerated. The following are examples of malpractice by candidates with regards to portfolio-based qualifications. This list is not exhaustive:

- **Plagiarism:** the copying and passing off as the candidate's own work, the whole or part of another person's work
- **Collusion:** working collaboratively with other learners to produce work that is submitted as the candidate's only
- **Failing to abide by the instructions of an assessor** – This may refer to the use of resources which the candidate have been specifically told not to use
- **The alteration of any results document**

The following are examples of malpractice by candidates with regards to examinations. This list is not exhaustive:

- Talking during an examination.
- Taking any technological web enabled devices into an examination (e.g. iWatch, Mobile phone, Earbuds/earphones etc...).
- Taking a watch into an examination.
- Taking any item other than those accepted by the Awarding Body into the examination, such as a book or notes.
- Leaving the examination room without permission.
- Passing notes or papers or accepting notes to, or papers from another candidate.
- Not following the instructions of the invigilator

If a member of staff suspects a candidate of malpractice during an examination, the Examinations Officer must be informed immediately. The candidate will be informed and the allegations will be explained. The candidate will have the opportunity to give their side of the story before any final decision is made. If the candidate is found guilty of malpractice, the Awarding Body will be informed and the candidate's examination paper may be disqualified. The candidate will NOT have the opportunity to repeat the examination.

Appeals

In the event that a malpractice decision is made, which the candidate feels is unfair; the candidate has the right to appeal in line the Academy's Appeals Policy. It is the school's decision whether to support and proceed with the appeal.

18. Whistleblowing Policy

Introduction

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

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

Mrs Angela Bell, who is also a member of the senior leadership team, is responsible for handling any cases of whistleblowing. She is fully aware of the contents of this policy and will escalate any instances of malpractice to the relevant awarding body/bodies.

The Whistleblower

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

Reporting

If a member of centre staff involved in the management, administration and/or conducting of examinations (such as exams officer, exams assistant or invigilator), a student or a member of the public (such as a parent/carer) has a concern or reason to believe that malpractice has or will occur in an examination or assessment, concerns should normally be raised initially with Mrs Angela Bell, Deputy Headteacher responsible for standards, curriculum and assessments.

Students

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

19. Mobile Phones

Students

The head of centre, a senior member of centre staff, such as an Assistant Headteacher, or the exams officer must ensure that the examination is conducted as follows:
When one invigilator is present, he or she must be able to get help easily, without leaving the examination room and without disturbing the candidates. An invigilator is only allowed a mobile phone in the examination room for this specific purpose. The mobile phone must be kept on silent mode. This will also apply where the invigilator is additionally acting as a practical assistant, a reader and/or a scribe.

Exams team

- a) Exams team – Exams Officer and Exams Assistant
 - RWBA practice is for exams team mobile contact numbers to be listed on the front of the ICE document (Instructions for conducting examinations) so that invigilators can contact us in the above instance.
 - The exams team only require their mobile phones on their person during exam seasons.

- b) Lead or sole invigilator in an exam room
- Mobile phone can be used only in the above instance.

All other invigilators should not have their phone on their person and should take care not to use their phone other than in the admin office or staff room. See staff mobile phone policy for more details.

This information will be communicated by email to invigilators and included as part of the in person training.

20. GCSE centre-based assessments

Risk management process

This examines potential risks and issues relating to the implementation of centre-based assessment for GCSE qualifications and how these might be managed and mitigated through forward planning and remedial actions.

PROCEDURE A

Appeals procedure for students, following the issue of centre assessed marks

Any student dissatisfied with the way in which a mark has been awarded from an internal assessment should follow the following procedure.

Contact the subject teacher immediately in person to discuss how the mark has been attained and raise any concerns. (This discussion does **not** form part of the formal appeals procedure)

Following discussions, if concerns cannot be resolved, the student should lodge an appeal in writing, within five working days of the issue of marks, to the Assistant Head teacher responsible for Examinations and Assessment. This appeal should be in writing clearly stating the reasons for the appeal with supporting evidence. It should be signed and dated by the student.

Upon receipt of a written appeal Assistant Head teacher for Examinations and Assessment will provide a copy of the appeal to the subject teacher who conducted the assessment and request from them a written response within three working days to the concerns raised.

On receipt of the subject teacher's response, the Assistant Head teacher responsible for Examinations and Assessment will carry out a review of the student's appeal and subsequent comments by the subject teacher and then respond in writing to the student within five working days of receipt of the formal appeal by the student.

Should the student be dissatisfied with this written response, the student may then request a personal hearing. The panel for this hearing will comprise a member of the Academy's Leadership Team and a School Governor, neither of whom have previously been involved with the student's appeal. The student will be informed of the date of the hearing and given at least three days' notice. The student will be provided with a copy of all relevant documentation (e.g. the marks given, the assessment marking criteria). The student will be allowed to be accompanied by a parent/guardian/carer or friend and can present their own case. The Subject Teacher and student will have the opportunity to hear each other's submission to the panel at the hearing.

The decision from the hearing will be made in writing to the candidate within two days of the date of the hearing. This decision is final.

A written record of all appeals will be kept by the school and maintained by the Examinations Officer. The Examinations Officer will inform the Awarding Examination Body should there be any change to an internally assessed mark as a result of any appeal.

PROCEDURE B

Appeals procedure for students, following the issue of marks, after a Review of Marking

Any student who is dissatisfied with a mark awarded from an awarding body should follow the following procedure upon the issue of results.

Contact the subject teacher immediately to discuss the mark and raise concerns. The Examinations Officer will advise on the options available to review the mark and the costs involved.

Students should be aware that *Review of Marking Requests* can result in marks being raised, confirmed or lowered. Students will be required to sign a consent form to confirm they fully understand the consequence of a review.

The Subject Teacher should review the student's marks and discuss with them the best way forward taking into account the breakdown of marks and grade boundaries and the student's predicted grades. If the Head of Subject or the Assistant Head teacher responsible for Examinations and Assessment agrees to support the enquiry, the procedure in **item (1)** below should be followed. In case of a query please consult the Examinations Officer. If the appeal is not supported by the Head of Subject or Assistant Head teacher responsible for Examinations and Assessment, the student should adopt the procedure in **item (2)** below

A student may appeal against the decision not to support a *Review of Marking*. Appeals should be made in writing to the Head teacher no later than five working days before the deadline for *Reviews of Marking*. The appeal should be in writing stating the details of the complaint and the reasons for the appeal. The appeal should be signed and dated and include a daytime contact telephone number for the student. This information will be reviewed by the Assistant Head teacher responsible for Examinations and Assessments and the outcome of the appeal will be communicated by telephone where possible or 1st class post within 48 hours of receipt by the Head teacher. This decision is final.

Item (1)

If the subject team agree that the school supports a review of marking, the request together with the student's consent form should be made to the Examinations Officer before the published deadline for *Reviews of Marking*. The cost of the enquiry will be met from the departmental budget. If the enquiry is successful, the fee will be refunded.

Item (2)

If the School does not support the enquiry, the student still has the right to proceed; however, all costs involved will be required to be paid by the student at the time the review is made. No review will be made until the appropriate fees are paid. If the review is successful and the grade increases, all fees will be refunded to the student.

The outcome of all *Reviews of Marking* will be made in writing by the Examinations Officer to the student within 48 hours of receipt from the appropriate Awarding Body.

Example risks and issues	Possible remedial action		Staff
	Forward planning	Action	
Timetabling			
Centre based assessment schedule clashes with other activities	Plan/establish priorities well ahead (e.g. at the start of the academic year)	Plan dates in consultation with school calendar – negotiate with other parties	SDv; ABe; KSa; Exams Officer; LT
Too many centre based assessments close together across GCSE subjects	Plan centre based assessments so they are spaced over the duration of the course	Space centre based assessments to allow candidates time between them	SDv; ABe; KSa; Exams Officer; LT
Use of IT Provisions and clashes	Ensure Calendar above in place and subject leaders book in advance		ZIS; LT
Accommodation			
Insufficient space in classrooms for candidates	Once the size of the cohort is known at the start of the year, flag instances where regular classroom space may not be suitable to conduct centre based assessments	Use more than one classroom or multiple sittings where necessary	Departmental
Insufficient facilities for all candidates	Careful planning ahead and booking of rooms / centre facilities		Departmental

Example risks and issues	Possible remedial action		Staff
	Forward planning	Action	
Downloading awarding body set tasks			
IT system unavailable on day of assessment	Download tasks well ahead of scheduled assessment date in all cases	Book IT equipment well ahead and download tasks before scheduled date of assessment	ZIS ; IT Department
Teaching staff unable to access task details	Test secure access rights ahead of centre based assessment schedule every year and every session	Ensure teaching staff have access rights for the correct area of awarding body secure extranet sites well ahead of the centre based assessment schedule	Exams Officer; HOD's
Loss of task details in transmission	Download tasks well ahead of scheduled assessment date	Contact awarding body and ask for replacement task; download again	HOD's and Exams Officer to download
Absent candidates			
Candidates absent for all or part of assessment (various reasons)	Plan alternative session(s) for candidates	Rescheduled centre based assessments by HOD's and class teachers	HOD's to reschedule events and Class Teachers

Example risks and issues	Possible remedial action		Staff
	Forward planning	Action	
Control levels for task taking			
The assessment is undertaken under incorrect level of control (time, resources, supervision and collaboration)	Ensure teaching staff know what level is applicable and understand what is involved. Provide training if required	Seek guidance from the awarding body	ABE; LT; HOD
Supervision			
Student study diary/plan not provided or completed*	Ensure teaching staff are aware of the need for study diary/plans to be completed early in course	Ensure candidates start, continue and complete study diary/plans that are signed after every session	HOD's and Class Teachers
Teaching staff do not understand that the supervision of centre based assessments is their responsibility	Ensure teaching staff fully understand the nature of centre based assessments and their role in supervising assessments	All sent rules at the start of the academic year	Exams Officer
A suitable supervisor has not been arranged for an assessment where teaching staff are not supervising	A suitable supervisor must be arranged for any centre based assessment session where a teacher is not supervising, in line with the awarding body's specification	Invigilators in	Exams Officer

* Not all GCSE centre based assessments will require the completion of a study diary or study plans

Example risks and issues	Possible remedial action		Staff
	Forward planning	Action	
Task setting			
Teaching staff fail to correctly set tasks	Ensure teaching staff fully understand the task setting arrangements as defined in the awarding body's specification**	Seek guidance from the awarding body	Exams Officer; LT
Assessments have not been moderated in line with the awarding body's specification	Check specification and plan required moderation appropriately	Seek guidance from the awarding body	Exams Officer; LT
Inappropriate Level or wrong task	HOD Checking, line management meetings with course leader	Seek guidance from the awarding body and Internal investigation	LT
Security of materials			
Assessment tasks not kept secure before assessment	Ensure teaching staff fully understand the importance of task security	Contact the awarding body to request/obtain different assessment tasks	Exams Officer; LT; HOD
Candidates' work not kept secure during or after assessment	Define the appropriate level of security, in line with the awarding body's requirements, for each department as necessary	Seek guidance from the awarding body	Exams Officer; LT; HOD
Insufficient or insecure storage space	Look at provision for suitable storage at the start of the GCSE course	Find alternative storage within the centre	Exams Officer; LT; HOD

** All tasks whether set by the awarding body or the centre **must** be developed in line with the requirements of the specification.

Example risks and issues	Possible remedial action		Staff
	Forward planning	Action	
Deadlines			
Deadlines not met by candidates	Ensure all candidates are briefed on deadlines and the penalties for not meeting them	Mark what candidates have produced by the deadline Seek guidance from awarding body on further action	Class Teacher; HOD; HOY
Deadlines for marking and/or paperwork not met by teaching staff	Ensure teaching staff are given clear deadlines (prior to the awarding body deadline) to complete marking/paperwork (Marks can then be processed and submitted ahead of awarding body deadlines)	Seek guidance from awarding body	Class Teacher; HOD; HOY
Authentication			
Candidate fails to sign authentication form	Ensure all candidates have authentication forms to sign Ensure that the authentication form is securely attached to their work when it is completed and handed in for marking	Find candidate and ensure authentication form is signed	Class Teacher; HOD; HOY
Teaching staff fail to complete authentication forms or leave before completing the authentication process	Ensure teaching staff fully understand the importance of authentication forms and the requirement of a signature	Return the authentication form to the teacher for signature Ensure authentication forms are signed as work is marked	HOD's; LT

Example risks and issues	Possible remedial action		Staff
	Forward planning	Action	
Marking			
Teaching staff interpret marking descriptions incorrectly	<p>Ensure appropriate training and practicing of marking</p> <p>Plan for sampling of marking during the practice phase</p>	<p>Arrange for re-marking</p> <p>Consult the awarding body's specification for appropriate procedures</p>	Exams Officer; HOD's; LT
Centre does not run the standardisation activity as required by the awarding body	<p>Plan against the awarding body's requirements for standardisation, i.e. when and how this activity must be conducted</p>	<p>Check with the awarding body whether a later standardisation event can be arranged</p>	Exams Officer; HOD's; LT