



Examinations Policy

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Link Trustee:	Sally McFarlane	
Exam Office	Ms J Mundy (ONTO Group)	

CONTROL SHEET		
Current version	Previous version	Summary of changes made
March 2023	March 2020	Existing policy re-written

The 11-16 Examination Policy

Purpose

The purpose of this exam policy is:

- to ensure that the planning and management of exams is conducted efficiently and in the best interest of all candidates.
- to ensure the operation of an efficient examinations system with clear guidelines for all staff.

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

The examinations policy will be reviewed annually, by the Examinations Leader and the senior leadership team.

Examination Responsibilities

The Examinations Leader manages the administration of public and internal examinations, and advises the senior leadership team, subject leaders and class teachers and relevant support staff on annual examination timetables and entry procedures as set by the various awarding bodies, and in doing so:

- oversees the dissemination to staff, parents/carers and candidates of an annual calendar for all exams in which candidates will be involved and communicates regularly with staff concerning imminent deadlines and events.
- ensures that candidates and their parents/carers are informed of and understand those aspects of the examination timetable that will affect them.
- consults with teaching staff and subject leaders to ensure that necessary coursework and controlled assessment is completed on time and in accordance with JCQ and awarding body guidelines.
- helps to monitor speaking tests, practical components, science ISAs and controlled assessments, ensuring that they are conducted in line with awarding body 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 relevant JCQ publications and guidelines.
- ensures that seating plans are produced for each examination.
- identifies and manages examination timetable clashes.
- accounts for income and expenditures relating to all examination costs/charges.
- submits candidates' coursework and controlled assessment marks, tracks despatch and stores returned coursework 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 senior leadership team and subject leaders, any appeals and re-mark requests.
- maintains systems and processes to support the timely entry of candidates for their examinations, ensuring that all deadlines are met.

Subject leaders and class teachers are responsible for:

- notification of the need for access arrangement requirements as soon as possible after the start of the course.

- informing the Examinations Leader and Examinations Officer of any changes in the subject specifications offered by October of Year 10
- ensuring that all coursework and controlled assessments are conducted in line with JCQ guidelines.
- submission of candidates' names to heads of department for exam entries and subsequently amended entries.
- ensuring that they fully understand all regulations relating to examinations and course delivery.
- ensuring that all examination materials stored within departments is kept securely to avoid any loss or tampering (See Security of Examination Materials)

The SEN Coordinator is responsible for:

- identification and testing of candidates and identifying 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.
- working with the Examinations Leader and Examinations Officer to apply for Access Arrangements.

Invigilators are responsible for:

- collection of examination papers and other material from the examination's office before the start of the examination.
- informing the office of any missing candidates.
- ensuring the examination rooms are correctly set up – clocks, notices, seating plans etc.
- reporting immediately any suspected malpractice to the Examinations Leader or a member of the senior leadership team.
- collection of all examination papers in the correct order and other materials at the end of the examination and their return to the examination's office.

The school office is responsible for:

- maintaining a detailed log of all deliveries of examinations packages.
- ensuring the complete security of examinations packages until they are delivered to the examination's office.
- sending text message reminders to the parents/carers of all candidates, in advance of each external examination.
- helping the Examinations Leader and Examinations Officer chase up missing candidates at the beginning of each external examination.
- Ensuring certificates of posting are fully completed when required.

Candidates are responsible for:

- checking their personal details and exam entries are correct on the Statement of Entry.
- understanding coursework regulations and signing a declaration that authenticates the coursework or controlled assessment as their own.
- ensuring that they have an up-to-date printed examination timetable for all external examinations.
- providing the appropriate equipment during examinations.

Qualifications

The qualifications offered at this centre are decided by the senior leadership team and the curriculum leaders.

The qualifications offered in school are currently GCSE, BTEC First and Functional Skills. These may be subject to change.

If there has been a change of syllabus, by Head of Subject or Deputy Head in charge of the Curriculum, the Examination Manager must be informed in good time for the exam entries being made.

Examination Series and Timetables

Examination Series

Internal examinations and assessments are scheduled as appropriate for individual departments, in accordance with school and exam board calendars.

External examinations and assessments may be scheduled in the November, March or Summer examination series, depending on the exam board scheduling for individual subjects.

Internal examinations, including mocks, CAT tests, baseline and end of year tests are to be scheduled appropriately around external examinations.

On-demand tests can be scheduled only in windows agreed between the Examinations Leader and the subject leader.

Timetable

Once confirmed, the Examinations Leader will circulate the examination timetables and invigilation arrangements for external and internal examinations.

Entries

Entries, Entry Details and Late Entries

Pupils go through an Examination options process in Year 9 to determine their examination entries.

Candidates or parents/carers can request a subject entry, change of tier or withdrawal and the request will be considered by the subject leader and the head of year. The final decision lies with the Deputy Head for Curriculum.

The centre does not accept external entries or act as an examination centre for external organisations, except where its own pupils or ex-pupils are concerned. Examination fees are paid by the external candidate.

Entry deadlines are circulated throughout the year to subject leaders.

Late entries are authorised by the Head of Department and the Examinations Leader and Examinations Officer. Any late fee costs resulting from department errors and amendments are normally paid from the departmental budget. Departments will not be charged for changes of tier

or withdrawals made by the proper procedures provided these are made within the time allowed by the awarding bodies.

Examination Fees

Examination and registration fees are paid by the centre.

Fee reimbursements are sought from candidates who fail to sit an examination without medical evidence or evidence of other mitigating circumstances. This does not include losing or misreading the examination timetable.

Security of Examination Materials

Immediately on delivery, all examination related parcels and packages must be checked, signed for and logged by the Examination Leader. They are to be stored within the main office until collected and delivered to the Examination Leader by the Site Managers.

The contents will be checked by the Examination Leader and any discrepancies or damaged packets will be reported to the relevant awarding body as soon as practical to do so.

All examination materials will be stored in the Exams Office, under the 'box within a box' requirements in accordance with JCQ regulations. Only the Examination Leader and the Site Manager will have keys to this facility; a spare set of keys will be stored in the school safe for emergencies. (See 'Security of examination materials' policy.)

A log is to be kept by the Examinations Leader of all materials released to subject leaders.

Any examination materials stored within departments must be stored securely to avoid loss or tampering. This includes art-controlled tests, modern language tapes, controlled assessments and any other coursework, whether complete or partially complete.

The school's security arrangements are regularly monitored by representatives from JCQ and any recommendations are immediately acted upon.

Any completed scripts retained overnight are kept under secure conditions and securely dispatched at the next opportunity.

Any parcels dispatched to markers and moderators require a fully completed certificate of posting.

Policy for People Present in the Examination Room

Apart from the scheduled trained invigilators, the following agreement has been made between the Head of Centre and Examinations Leader, regarding the staff that are permitted to be present during external examinations and their role within the examination room.

The following staff are approved to be present at the beginning of the examination:

- | | |
|---------------|----------------------------|
| ▪ Mr D Mckean | Principal / Head of Centre |
| ▪ Ms L Emmett | Associate Principal |
| ▪ Mr P Davies | Vice Principal |

▪ Mr S Cordwell	Assistant Principal / Examinations Leader
▪ Ms M Moore	Assistant Principal
▪ Ms G Hutchinson	Assistant Principal
▪ Ms L Grellier	Assistant Principal
▪ Mr K Wilson	Associate Assistant Principal
▪ Ms V Coope	SENDCO
▪ Ms J Mundy	Examinations Officer
▪ Ms S Guy	Year Leader

On entering the examination room, they must identify themselves to the invigilators and explain their roles of:

- assisting invigilators in the identification of candidates by taking a register at the beginning of the examination
- dealing with any discipline matters
- assist in the checking of the issue of correct examination papers
- assist in the checking that candidates have appropriate equipment and materials for the examination
- starting the examination (where possible this task will be completed by the Examinations Leader.)

Apart from the above duties, no member of staff is to further communicate with candidates or have access to examination papers.

Once the approved member of staff is satisfied that the examination has begun correctly, they are to leave the examination room. They may return to the room at regular intervals during their allotted supervision time to check that the examination is proceeding appropriately.

No other member of staff is allowed to enter an examination room.

Any unapproved member of staff attempting to enter the examination room must be challenged by an invigilator and reminded of this policy. If necessary, they should seek the assistance of an approved member of staff.

Disability Discrimination Act

All examination centre staff must ensure that the centre meets the requirements of the Disability Discrimination Act 1995 (DDA), extended in 2005, and the Disability Equality Duty (DED), introduced in 2006.

The DDA introduced measures aimed at eliminating the discrimination often faced by disabled people. The main provisions of the Act give protection to disabled people in the areas of employment and education.

'A person has a disability for the purposes of the DDA if s/he has a physical or mental impairment that has a substantial and long-term adverse effect on her/his ability to carry out normal day-to-day activities.'

To find out more about the requirements of the DDA visit the DDA information page on the QCDA website.

The centre will meet the requirements of the DDA by ensuring that the examination rooms are accessible to improve the candidate's experience. This is the responsibility of the Examinations Leader and Examinations Officer and the site manager. Heating, lighting, physical access to examination rooms and the minimisation of noise levels are under constant review.

Access Arrangements

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

A candidate's access arrangements requirement is determined by the SENCO.

Making access arrangements for candidates to take examinations is the responsibility of both the SENCO and the Examinations Leader. Submitting completed access arrangement applications to the awarding bodies is the responsibility of the Examinations Officer.

Examination rooms for access arrangement candidates will be arranged by the Examinations Leader and SENDCO. Invigilation and support for access arrangement candidates will be organised by the SENCO with the support of the Examinations Leader and Examinations Officer.

Managing Invigilators

External staff employed and deployed by the ONTO Group are used to invigilate external examinations, with support from the senior leadership team.

Staffing of invigilators is the responsibility of the Examinations Leader and Examinations Officer in line with the business manager.

Invigilators are managed and briefed by the Examinations Leader.

Examination days

The Examinations Leader will book all examination rooms after liaison with other users and will make the question papers, any supplementary materials, examination stationery and any other necessary materials available to the invigilators.

The site manager is responsible for the setting up of allocated rooms, overseeing the caretakers.

The Examination Leader or an allocated invigilator will start all examinations in accordance with JCQ guidelines.

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

Only staff authorised by the Head Teacher and agreed with the Examination Leader will be present in the examination room. (See 'Policy for people present in the examination room'.)

Spare examination papers will be distributed to subject leaders after the 24-hour embargo.

Emergency Evacuation of Exam Rooms

At the start of an examination series candidates will be informed evacuation procedures of exam rooms.

In the event of a need to evacuate an examination room, invigilators and a senior member of staff will escort pupils to an especially allocated assembly point. Candidates will be under strict observation at all times. (See 'Emergency situation policy'.)

Candidates will be escorted back to the exam room when possible, to complete the examination, and the Examinations Leader and Examinations Officer will send a full report of the incident and actions taken to the relevant awarding body for purposes of special consideration.

Malpractice

The Examinations Leader and Examinations Officer is responsible for investigating and reporting to the awarding body of suspected malpractice, collecting statements from the affected candidate(s) and any invigilators or other staff present. Parents/carers and candidates will be kept informed at all stages of the investigation.

Candidates

The school's published procedures regarding dress; mobile phones and other electronic devices; food and drink are to be adhered to at all times. (See 'Procedures for candidates'.)

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

Disruptive candidates are dealt with in accordance with JCQ guidelines. Candidates are expected to stay in the examination room for the full duration of the examination; exception are only made at the discretion of the Examinations Manager in consultation with senior staff. Candidates may only leave the examination room for a genuine purpose and are required to return immediately to the examination room. They will be accompanied by an invigilator at all times.

The Examinations Leader is responsible for handling late or absent candidates on examination day in line with JCQ guidelines as outline in the school policy. (See 'Policy for late / very late arrival at an examination'.)

For candidate's with examination clashes the supervision of the candidates, including identifying a secure venue and, if necessary, arranging overnight supervision is the responsibility of the Examinations Leader.

Should a candidate be ill before an examination, suffer bereavement or other trauma, be taken ill during the examination itself or otherwise disadvantaged or disturbed during an examination, then it is the candidate's responsibility to alert an invigilator or the Examinations Leader to that effect.

The candidate must support any special consideration claim with appropriate evidence within three days of the examination, by providing a letter from the candidate's doctor. The Examinations Leader and Examinations Officer will then forward a completed special consideration form to the relevant awarding body within seven days of the examination.

Policy for the Late / Very Late Arrival at an Examination

A candidate who arrives late or very for an examination will be made aware of the main announcements prior to the examination, including the handing in of note paper and mobile phones, by an invigilator outside of the examination room.

Late Arrival

Candidates who arrive late will be escorted to their seat by an invigilator.

The candidate will be allowed the full time for the examination.

Very Late Arrival

A candidate is deemed 'very late' if they arrive:

- more than one hour after the start of an examination that last for one hour or more
- after the finish of an examination that lasts for less than one hour

The candidate should be allowed to complete the examination. If it is appropriate, they will complete the examination in the designated room; if not an alternative room will be found.

The Examination Manager will complete and submit the 'Report on candidates admitted very late to an examination room' form.

The candidate and their parents / carers will be made aware that the fact the examining body may not accept their work.

Persistent late arrival to examinations

To pre-empt any problems with persistent lateness, school will use key staff, (e.g. year leader), to identify any candidates who may have issues that could cause them to be late for an examination and implement a support plan with the agreement of parents / carers.

All other candidate's punctuality will be monitored any patterns or issues that are causing concern will be addressed, again using key staff, to identify the reasons for the problem and any support the candidate may need to attend and complete their examination series.

Procedures for Candidates

To ensure that they are aware of what is expected of them during examinations, all candidates will be provided with the following JCQ documents:

- Warning to Candidates (which will also be displayed outside of the examination room)
- Information for Candidates

In addition to the above, candidates are expected to comply with the following procedures:

Mobile Phones and other Electronic Devices

As the possession of a mobile phone or any other electronic device that can be a source of information, (iPod, wrist watch with a data storage system, etc.) within the examination room can lead to disqualification, it is strongly advised that candidates do not bring such devices to school on the day of an examination.

If candidates do bring a mobile phone other devices to school they must be handed to an invigilator on entry to the examination room or prior to the start of the examination.

These devices will be taken from the examination room, stored securely in the school office and returned to candidates at the end of the examination.

Dress

Unless there is a valid pre-known reason, (e.g. attendance at a work placement immediately after the examination), candidates are expected to wear full school uniform for all examinations.

Food and Drink

Food: No food is allowed into the examination room unless there is a pre-known medical reason as to why a candidate may need access to a food item during the examination. It is the responsibility of the candidate to make the Examinations Leader and an invigilator aware of this prior to the examination. Such food items should be handed to an invigilator and will be given to the candidate, upon request during the course of the examination, free from packaging.

Drink: Candidates may bring water into the examination room but all labels must be removed from the drink container.

Internal Assessments and Appeals

It is the duty of subject leaders to ensure that all internal assessment is ready for despatch at the correct time. The Examinations Leader will assist by keeping a record of each despatch, including the recipient details and the date sent.

Marks for all internally assessed work are provided to the Examinations Leader and Examinations Officer by the subject leaders.

Appeals against internal assessments

The process for managing appeals against internal assessments is detailed in a separate appeals policy, available from the Examinations Office. (See 'Policy for examinations appeals'.)

Results

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

Examination results are available electronically on the day prior to publication. They will be viewed and scrutinised only by the Examinations Leader, Head teacher and any other senior member of staff the Head teacher deems appropriate.

Candidates will receive individual result printouts on results days, either in person at the centre or by post to their home addresses (candidates to provide self-addressed envelope).

Arrangements for the centre to be open on results days are made by the senior leadership team. The provision of staff on results days is the responsibility of the business manager, overseen by SLT.

Enquiries About Results

EARs may be requested by centre staff or candidates if there are reasonable grounds for believing there has been an error in marking. The candidate's consent is required before any EAR is requested.

If a result is queried by candidates, the Examinations Leader and Examinations Officer, teaching staff and head of centre will investigate the feasibility of asking for a re-mark at the centre's expense.

When the centre does not support a candidate or parent's request for an EAR, a candidate may apply to have an enquiry carried out. If a candidate still wants an EAR against the advice of subject staff, they will be charged the costs.

ATS

After the release of results, candidates may ask subject staff to request for the return of papers. This cost will be met by the candidates.

Centre staff may also request scripts for investigation or for teaching purposes. For the latter, the consent of candidates must be obtained.

Certificates

Certificates are available for collection from the school's main office. Candidates themselves will be expected to pick up their certificate from school, or certificates can be collected on behalf of a candidate by a third party, provided they have been authorised to do so by the candidate themselves.

The school is required to retain certificates for one year.

A SEPARATE EXAMINATIONS CONTINGENCY PLAN HAS BEEN PREPARED TO OUTLINE ACTIONS AND PROCEDURES TO OVERCOME POTENTIAL DISRUPTION OF THE EXAMINATION PROCESS.

Policy for the Administration of Controlled Assessment

Senior Leadership Team

- Accountable for the safe and secure conduct of controlled assessments with the EO and heads of department. Ensure assessments comply with JCQ guidelines and awarding bodies' subject-specific instructions.
- At the start of the academic year begin coordinating with heads of department to schedule controlled assessments.
- Map overall resource management requirements for the year. As part of this resolve:
 - clashes and problems over the timing or operation of controlled 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.

Subject Leaders

- Decide on the awarding body and specification for a particular GCSE.

- Ensure that at least 40% of overall assessment (controlled 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.
- Ensure that deadlines are clear and agreed within the department, and that teachers adhere to a timeframe for marking, standardisation and moderation of controlled assessments.
- Ensure that individual teachers understand their responsibilities with regard to controlled assessment.
- Ensure that individual teachers understand the requirements of the awarding body's specification and are familiar with the relevant teachers' notes, and any other subject specific instructions.
- Ensure that students understand the importance and requirements of controlled assessment tasks.
- 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.
- Inform parents/carers of a candidate's absence during the timetabled controlled assessment, of the implications for the candidate and of revised arrangements for completion.

Teaching Staff

- Understand and comply with the general guidelines contained in the JCQ publication *Instructions for conducting controlled assessments*.
- Understand and comply with the awarding body specification for conducting controlled assessments, including any subject-specific instructions, teachers' notes or additional information on the awarding body's website.
- Supply the exams office with details of all unit codes for controlled 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.
- Ensure that students in their groups are properly prepared for controlled assessment.
- 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.
- 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 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 special educational needs coordinator (SENCO) for any assistance required for the administration and management of access arrangements.

Examinations Officer

- Enter students for individual units before the deadline for final entries.
- Enter 'cash-in' codes in the terminal exam series.
- 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.

- On occasions where controlled assessment cannot be conducted in the classroom, arrange suitable accommodation where controlled assessment can be carried out, at the direction of the senior leadership team.

Special Educational Needs Coordination/ Additional Learning Support

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

Controlled Assessment – Risk Factors

Risks and issues	Possible remedial action		Staff
	Forward planning	Action	
Timetabling			
Assessment schedule clashes with other activities	Plan and establish priorities well ahead (e.g. start of academic year) for all subjects and lines of learning	<i>Plan dates in consultation with school calendar – negotiate with other parties</i>	Examinations Leader in consultation with deputy head and subject leaders
Too many assessments close together across subjects or lines of learning	Plan assessments so they are spaced over the duration of the course	<i>Space assessments to at least allow candidates sometime between assessments</i>	
Accommodation			
Insufficient space in classrooms for candidates	Once group sizes are known at the start of the year, flag instances where regular classroom space may not be suitable to conduct controlled assessment	<i>Use the drama centre as an alternative venue.</i>	Subject leaders in consultation with the Examinations Leader and site manager
Room allocated unsuitable for controlled assessment task	Once rooms have been allocated, check that they provide a suitable working environment.	<i>Allocate alternative venues for assessment.</i>	
Downloading awarding body set tasks			
IT system unavailable on day of assessment	Download tasks well ahead of scheduled assessment date in all cases	<i>Book IT equipment well ahead and download tasks before scheduled date of assessment</i>	Subject leaders
Teaching staff unable to access task details	Test secure access rights ahead of schedule every year and every session	<i>Ensure teaching staff have access rights for correct area of awarding body secure extranet sites ahead of time</i>	Subject leaders in consultation with Examinations Leader
Loss of task details in transmission	Download tasks well ahead of scheduled assessment date	<i>Report loss to awarding body for replacement; download again</i>	Subject leaders in consultation with Examinations Leader and Examinations Officer

Controlled Assessment – Risk Factors

Risks and issues	Possible remedial action		Staff
	Forward planning	Action	
Absent candidates			
Candidates absent for all or part of assessment	Plan alternative session(s) for candidates	Ensure all candidates fully understand the importance of being present for controlled assessment tasks.	Subject leaders and Examinations Leader and Examinations Officer
Candidates have a scheduling clash for exams or assessment (possibly offsite on consortium teaching)	Always consider candidate timetables well ahead and decide on priorities in advance to scheduling clashes	Check before booking the date; provide an alternative date, where necessary and consult awarding body procedures for dealing with timetabling clashes N.B. retakes of controlled assessment are limited	Examinations Leader and Examinations Officer
Control levels for task taking			
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	Subject leaders attend suitable training Support and training from subject leaders Seek guidance from the awarding body	Subject leaders and Examinations Leader and Examinations Officer
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	Subject leaders
Teaching staff do not understand supervision of controlled assessment is their responsibility	Ensure teaching staff/ understand nature of controlled assessments and their role in supervision	Training and support.	Subject leaders
Suitable supervisor has not been arranged for an assessment where teaching staff are not supervising	A suitable supervisor must be arranged for any controlled assessment where a teacher is not supervising, in line with the awarding body specification.	Supervision scheduled for all controlled assessment tasks	Examinations Leader and Examinations Officer in collaboration with subject leaders and site manager.

* Not all controlled assessment whether for the Diploma or GCSEs will require the completion of a study diary or study plans.

Controlled Assessment – Risk Factors

Risks and Issues	Possible remedial action		Staff
	Forward planning	Action	
Task setting			
Teaching staff fail to correctly set tasks	Ensure teaching staff understand the task setting arrangements as defined in the awarding body specification**	Support and training from subject leaders Seek guidance from the awarding body	Subject leaders
Assessments have not been moderated as required in the awarding body specification	Check specification and plan required moderation appropriately	Seek guidance from the awarding body	Subject leaders
Security of materials			
Assessment tasks not kept secure before assessment	Ensure teaching staff understand importance of task security Ensure adequate security arrangements are in place	Request/obtain different assessment tasks from the awarding body	Subject leaders in consultation with Examinations Leader
Candidates' work not kept secure during or after assessment	Define appropriate level of security, in line with awarding body requirements, for each department as necessary	Take materials to secure storage	Examinations Leader in consultation with subject leaders
Insufficient or insecure storage space	Look at provision for suitable storage early in the course	Find alternative spaces	Examination Leader in consultation with subject leaders
Deadlines			
Deadlines not met by candidates	Ensure all candidates are briefed on deadlines and penalties for not meeting them	Mark what candidates have produced by deadline and seek guidance from awarding body on further action.	Subject leaders
Deadlines for marking and/or paperwork not met by teaching staff	Ensure teaching staff are given clear deadlines (prior to awarding body ones) to complete marking and paperwork so the Examinations Officer can process and send off marks ahead of deadlines	Seek guidance from awarding body	Subject leaders in consultation with Examinations Leader

Controlled Assessment – Risk Factors

Risks and Issues	Possible remedial action		Staff
	Forward planning	Action	
Authentication			
Candidate fails to sign authentication form	Ensure all candidates have authentication forms to sign and attach to work when it is completed before handing in	Find candidate and ensure form is signed	Subject teacher(s)
Teaching staff fail to complete authentication forms or leave before completing authentication	Ensure teaching staff understand importance of authentication forms and the requirement of a signature	Return form to staff for signature. Ensure forms are signed as work is marked, not at end of season	Subject leaders

Emergency Situation Policy

An Emergency Situation is a situation that may require the evacuation of an examination room for incidents such as a fire alarm or a candidate medical emergency.

First Response

The first response to a potential emergency situation is to:

- stop the candidates from writing and suspend the examination
- note the time the examination was suspended.

Once the examination has been stopped if it is clear that there is no immediate threat to the candidates then the candidates will be instructed to remain in silence in their seats until the nature and severity of the emergency has been assessed.

Either the Examination Leader or a member of SLT will enter the room as soon as possible to support the invigilators.

If it becomes clear that there is no need to evacuate the examination room, the candidates will remain seated in silence until it is appropriate to restart the examination.

[If a fire alarm sounds either the site manager or a member of the SLT will inform the examination room via a signal of the required course of action: thumbs up - false alarm; thumbs down - evacuation. In the case of a medical emergency, the health of the candidate must be a priority. However, if it becomes clear that the candidate can be safely removed from the room, this will be the course of action. If the candidate cannot be removed and requires on the spot medical attention, the room will be evacuated.]

If it becomes apparent that there is a need to evacuate the examination room, invigilators and senior leaders must take the following action:

- collect the attendance register to ensure all candidates are accounted for and evacuate the examination room to the delegated area
- inform the candidates to leave question papers and scripts in the examination room

- inform the candidates that they are to leave the room in silence and remain in silence during the evacuation period
- supervise the candidates closely while they are out of the examination room to ensure there is no communication, verbal or otherwise, about the examination
- make a note of the time of the interruption and how long it lasted

On restart, allow the candidates the full time set for the examination in the case of an examination with a small number of candidates, consider the possibility of taking the candidates, scripts and question papers to a different room to complete the examination, if appropriate.

It will be the responsibility of the Examination Leader to make a full report of the incident and actions taken to send to the awarding body.

Allocated Evacuation Areas

Sports Hall

If possible, candidates to leave via the emergency door near the canteen and line up on the grassed areas at the front of school

Conference Room

If possible, candidates to leave the building via the door near E6 and line up on the grassed area at the front of school.

C1/C2

If possible, candidates to leave via the main entrance and down the ramp and line up on the grassed area at the front of school.

Continuing the Examination after an Evacuation

In assessing whether to continue the examination, the following factors need to be taken into consideration:

- the length of time that has passed since the official start time
- whether the minimum time for remaining in the examination has passed to maintain the integrity of the examination
- the amount of time left to complete the examination(s)
- whether there is sufficient time to complete the examinations before another session starts
- whether continuing the examination take candidates over the session limit of 3 hours, taking particular care to consider candidates with access arrangements which include extra time.

The Examinations Leader, in consultation with the Head of Centre should decide whether it is appropriate to continue the session using the criteria set out above. In making this decision, they must be satisfied that communication between candidates has not taken place outside of the examination room. **Only if completely satisfied that no communication whatsoever has taken place must candidates be allowed to continue the examination.**

If the session is to be abandoned, this will be either:

- because of consideration of the criteria above;
- because re-entry to the premises cannot be secured; or
- because the risk of communication between candidates, which would invalidate the examination, cannot be eliminated.

If the examination has to be abandoned, the Examinations Leader will take the first opportunity to contact the relevant examination board and then seek to apply for Special Consideration for all the candidates affected. Partially completed papers will be sent to the examination board as usual, unless this board specifically requests that papers should not be submitted.

Examinations Contingency Plan

Purpose of the plan

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

At all times, the Examinations Officer and the Senior Leadership Team will liaise with the relevant Awarding Body to ensure any contingency plans meet with its requirements and that JCQ regulations are adhered to where possible.

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

Contents

Causes of potential disruption to the exam process

- Exam officer extended absence at key points in the exam process (cycle)
- SENCo extended absence at key points in the exam cycle
- Teaching staff extended absence at key points in the exam cycle
- Invigilators - lack of appropriately trained invigilators or invigilator absence
- Exam rooms - lack of appropriate rooms or main venues unavailable at short notice
- Failure of IT systems
- Disruption of teaching time – centre closed for an extended period
- Centre unable to open as normal during the exams period
- Candidates unable to take examinations because of a crisis – centre remains open
- Disruption to the transportation of completed examination scripts
- Assessment evidence is not available to be marked
- Centre unable to distribute results as normal
- Further guidance to inform and implement contingency planning

1: Examinations Leader extended absence at key points in the examination cycle

The following are the key tasks involved in the management and administration of the examination cycle which would be at risk in the event of the Examinations Leader being absent:

Planning

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

Entries

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

Pre-exams

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

Exam time

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

Results and post-results

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

Centre Actions

The Examinations Leader and the Exams Office] are, between them, aware of procedures and practices regarding:

- *Storage of examination papers, including spare keys*
- *Procedures for starting, conducting and ending examinations, including later arrivals and malpractice*
- *Packaging and postage of examination scripts*
- *Distribution of examination results*
- *All relevant examination board examination helpline numbers are speed dial stored.*
- *The examination officer will where, despite absence be available to contact.*
- *If necessary, an Examinations Officer from a neighbouring school will be contacted for help.*
- *Consideration should be given to Work Shadowing.*
- *Above staff to refer to all school procedure regarding examinations.*
- *The Examinations Administration section of the DFE website.*
- *Examination Board helplines.*
- *Above staff to refer to the Exams Office section of the Joint Council for Qualifications website.*

2: SENCo extended absence at key points in the exam cycle

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

Planning

- candidates not tested/assessed to identify potential access arrangement requirements
- evidence of need and evidence to support normal way of working not collated.

Pre-exams

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

Exam time

- access arrangement candidate support not arranged for exam rooms.

Centre Actions

Lead Teaching Assistant, with the support of the Examination Leader and SEN staff to assume the responsibility for the above tasks. The Examinations Leader and Examinations Officer to identify any shortfalls in Invigilation requirements and ensure that gaps are filled. Once gaps are filled, the Examinations Leader to arrange suitable rooms and SENCo assistant to provide training. The employment of outside agencies / professionals may be required.

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

Key tasks not undertaken including:

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

Centre Actions

Subject Head of Department or other members of subject staff to provide Examinations Leader and Examinations Officer with details of Estimated/Final entries. Other subject staff to assume marking workload and prioritising of assessments for external award, to be directed by the subject leader. Subject Head of Department or SLT member to ensure Examinations Officer is provided with Estimated Grades/Coursework Marks and that Coursework samples are transmitted to Moderators. The Examinations Officer to liaise with Head of Faculty and/or SLT, if appropriate, to ensure all necessary deadlines are adhered to. Where this is not possible, the Exams Officer will liaise with the relevant Awarding Body and act upon advice received.

4: Lack of appropriately trained invigilators or invigilator absence

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

Centre Actions

The Examinations Leader and Examinations Officer will review the invigilation staffing at the start of each academic year to ensure sufficient staff are recruited and trained in a timely fashion. The Exams

Officer will be aware of the school staff available for invigilation duties at short notice and for peak exam days. Conduct a review of available invigilators and their availability for the next exams series. The Examinations Officer will ensure they provide appropriate levels of invigilation staffing from their group when there is a core invigilation shortage.

5: Candidates unable to take examinations because of a crisis – centre remains open

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

Centre Actions

The Examinations Officer will contact the relevant Awarding Body to discuss alternative arrangements/special consideration and liaise with the SLT to take appropriate action.

6: Centre unable to open as normal during the exams period

- Centre closed or candidates are unable to attend for an extended period.
- The provision of normal teaching and learning is interrupted.
- Centre closed due to inaccessibility or risk of injury caused by severe weather.

Centre Actions:

In the event that the head of centre decides the centre cannot be opened for scheduled examinations, the relevant awarding body must be informed as soon as possible. Awarding bodies will be able to offer advice regarding the alternative arrangements for conducting examinations that may be available and the options for candidates who have not been able to take scheduled examinations. An alternative site has been identified and agreed as a place to transport candidates to in order to complete their examinations.

This site is St Catherine's Academy, Stitch-Mi-Lane, Breightmet, Bolton, BL2 4HU

8: Failure of IT systems

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

Centre Actions:

The Examinations Officer works from an external site as a part of the ONTO Group. Results may also be accessed directly from the Awarding Body. At all times during the system failure the Exams Officer will liaise with the Awarding Body to minimise disruption and costs incurred.

MIS contractor and ICT team on standby to repair damage quickly.

Special Consideration may be applied for in the event of a serious disruption.

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

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

Centre actions:

The Examinations Leader will organise rooming for examinations well in advance of examination windows, ensuring sufficient time is available to identify appropriate rooms and plan appropriately. In the event of a room not being available at very short notice, sufficient staff will be made available to ensure the security of the examination is not compromised whilst alternative rooming is sourced.

10. Disruption to the distribution of examination papers.

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

Centre Actions

The Examination Leader and Examination Officer will contact Awarding organisations to see if examinations can be provided via access via a secure external network, fax or alternative courier arrangement.

11: Disruption to the transportation of completed examination scripts

- Delay in normal collection arrangements for completed examination scripts

Centre Actions:

The Examinations Officer will contact the Awarding Body to notify them of any such difficulties and put in place suitable alternative arrangements. At all times the Examinations Leader will ensure that scripts are kept safely stored under JCQ regulations.

12: Assessment evidence is not available to be marked

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

Centre Actions:

The Examinations Officer will contact the Awarding Body to notify them of any such incidents and act upon advice given.

13: Centre unable to distribute results as normal

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

Centre Actions:

The Examinations Officer will contact the Awarding Body to notify them of any such incidents and act upon advice given.

The Examinations Leader may discuss with the Awarding Body the possibility to make arrangements to access its results at an alternative site.

Escalation Process

Purpose of the Process

To confirm the main duties and responsibilities to be escalated should the head of centre, or a member of the senior leadership team with oversight of examination administration, be absent.

Before examinations (Planning)

In the event of the absence of the head of centre or the member of senior leadership with oversight of examination administration, responsibility for implementing JCQ regulations and requirements relating to activity prior to examinations will be escalated to the Examinations Officer, Jodie Mundy at the ONTO Group who will come to the centre and lead on the delivery of all aspects of examinations.

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

- General Regulations for Approved Centres
- Instructions for conducting examinations
- Access Arrangements and Reasonable Adjustments
- Instructions for conducting coursework
- Instructions for conducting non-examination assessments
- Suspected Malpractice – Policies and Procedures
- A guide to the special consideration process.

Main duties and responsibilities relate to:

- Third party arrangements
- Centre status
- Confidentiality
- Communication
- Recruitment, selection and training of staff
- Internal governance arrangements
- Delivery of qualifications
- Public liability
- Conflicts of interest
- Controlled assessments, coursework and non-examination assessments
- Security of assessment materials
- National Centre Number Register
- Centre inspections

Additional JCQ publication for reference:

- JCQ Centre Inspection Service Changes
 - Policies available for inspection

Specific JCQ publications for reference:

- General Regulations for Approved Centres (section 5)
- Instructions for conducting examinations (section 25)
- Access Arrangements and Reasonable Adjustments (section 5)
 - Personal data, freedom of information and copyright

Additional JCQ publication for reference:

- Information for candidates – Privacy Notice

Before examinations (Entries and Pre-exams)

In the event of the absence of the head of centre or the member of senior leadership with oversight of examination administration, responsibility for implementing JCQ regulations and requirements relating to entries and exam preparation will be escalated to [insert name(s) and/or roles of staff member(s)].

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

- General Regulations for Approved Centres (section 5)
- Instructions for conducting examinations (sections 1-15)
- Access Arrangements and Reasonable Adjustments (sections 6-8)

Main duties and responsibilities relate to:

- Access arrangements and reasonable adjustments
- Entries

Additional JCQ publications for reference:

- Key dates in the examination cycle
- Guidance Notes for Transferred Candidates
- Alternative Site guidance notes
- Guidance notes for overnight supervision of candidates with a timetable variation
 - Centre assessed work

Additional JCQ publication for reference:

- Guidance Notes – Centre Consortium Arrangements
 - Candidate information

Additional JCQ publications for reference:

- Information for candidate's documents
- Exam Room Posters

During examinations (Exam time)

In the event of the absence of the head of centre or the member of senior leadership with oversight of examination administration, responsibility for implementing JCQ regulations and requirements relating to during exam time will be escalated to [insert name(s) and/or roles of staff member(s)].

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

- General Regulations for Approved Centres (sections 3, 5)
- Instructions for conducting examinations (sections 16-31)
- Access Arrangements and Reasonable Adjustments (section 8)
- A guide to the special consideration process (sections 2-7)

Main duties and responsibilities relate to:

- Conducting examinations and assessments

Additional JCQ publication for reference:

- Guidance Notes – Very Late Arrival
 - Malpractice
 - Retention of candidates' work

After examinations (Results and Post-Results)

In the event of the absence of the head of centre or the member of senior leadership with oversight of examination administration, responsibility for implementing JCQ regulations and requirements relating to after examinations will be escalated to [insert name(s) and/or roles of staff member(s)].

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

- General Regulations for Approved Centres (section 5)

Main duties and responsibilities relate to:

- Results

Additional JCQ publication for reference:

- Release of Results notice
 - Post-results services and appeals

Additional JCQ publications for reference:

- Post-Results Services (Information and guidance to centres)
- JCQ Appeals Booklet (A guide to the awarding bodies' appeals processes)
 - Certificates

Internal Appeals Policy for External Qualifications

Little Lever School Policy is in two parts:

1. Policy on Internal Assessments for External Qualifications
2. Policy on External Assessments for External Qualifications (Enquiries about results)

1. Policy on Internal Assessments for External Qualifications

Little Lever School is committed to ensuring that:

- Internal assessments are conducted by members of the teaching staff who have the appropriate knowledge, understanding and skill. They will have been trained in this area.
- Assessment evidence provided by the candidates is produced and authenticated according to the requirements of the Awarding Body for the subject concerned.
- The consistency of internal assessment will be maintained by internal moderation and standardisation.
- All student work being assessed by teaching staff for external qualifications is carried out fairly, consistently and in accordance with the rules and regulations of the specification relating to the qualification.

Note to Students

If a student has any concerns about the procedures used in assessing their internal assessed work for public exams i.e. controlled assessment/coursework/portfolios, he/she should discuss the matter with the Head of Department immediately. Following that, if the matter remains unresolved, the formal appeal procedure may be used by the student concerned.

The regulations for GCSE Entry level and Project Qualification Coursework Assignments and GCSE controlled Assessments state that:

- “The work you submit for the assessment must be your own”
- “You must not copy from someone else or allow another candidate to copy from you”
- “If you copy the words or ideas of others and don’t show your sources in references and a bibliography, this will be considered as cheating or malpractice”

Teachers have the right to reject a student’s work on the grounds of malpractice if any of the above regulations are broken. The student, parent or carer of a student has the right to appeal against any decisions to reject to a candidate’s internally assessed work on grounds of malpractice.

Written Appeals Procedure

The student, parent or carer of a student wishing to appeal against the procedure used in internal assessment should write to the Examinations Manager as soon as the matter arises. The deadline for the receipt of appeal applications to reach the school is TEN DAYS prior to the start of the written examination series. Internal Appeals will be considered, and resolved, by the date of the last externally assessed paper of the series (e.g. by the end of June for the summer series).

On a receipt of a written appeal, an enquiry into the internal assessment will be conducted by the Examinations Manager, a member of the Senior Leadership Team and Head of Department not involved in the internal assessment decision. This enquiry will consider whether the procedure used

in the internal assessment conformed to the published requirement of the Awarding Body and the JCQ Codes of Practice.

The outcome of the appeal will be reported in writing to the student, parent or carer (including relevant correspondence with the Awarding Body) before public exam results day for the award.

A written record of the appeal and the outcome will be kept on file at the centre and the Awarding Body will be informed of any amendments.

2. Policy on External Assessments for External Qualifications (Enquiries about results) (Enquiries about Results – EARs)

Any student who wants to query a mark/grade awarded by an Awarding Board upon issue of results should follow the following procedure:

1. Contact the Examinations Leader and the subject teacher as soon as possible (but at least FIVE working days before the published deadline for EARs) in person to discuss the mark/grade. The Examinations Manager will advise on the options available to query the mark/grade and the costs involved.
2. Students should be aware that EARs can result in the marks/grades being raised, confirmed or lowered. Students must sign a consent form to confirm that they understand the consequence of an EAR. Consent forms will be issued by the Examinations Officer.
3. The subject teacher will review the student's marks/grades and discuss with the Head of Department to agree on the appropriate action taking into account the breakdown of marks, the grade boundaries and the student's predicted grades.

If the Department agrees to support the EAR:

The Department will make a request, together with the students consent form to the Examinations Leader before the published deadline for EARs. The cost of the enquiry will be met by the departmental budget. If the EAR is successful, the fee will be refunded.

If the Department does not agree to support the EAR:

A student may appeal against the decision not to support an EAR. Appeals should be made in writing to the Business Manager, at least 5 working days before the published deadline for EARs. The appeal should state, in detail, the reason(s) for the appeal. This appeal should be signed, dated and should include the daytime contact telephone number and email address (if possible) of the student, parent or carer. The appeal information will be reviewed by the Examinations Officer and a member of the Senior Leadership Team. The outcome of the appeal will be communicated wither by telephone, email or 1st class letter post as appropriate within 24 hours of receipt. The decision is final.

If the Centre does not support the EAR the student may still proceed with the EAR but ALL costs involved will be paid by the student at the time the EAR is made. NO EARs will be made until fees are paid.

Requests must be made in person to the Examinations Officer before the published deadline for EARs. If the enquiry is successful, the fee will be refunded to the student.

Outcomes following EARs will be forwarded by the Examinations Leader to the student as soon as they have been received from the Awarding Boards.

The internal appeals procedures for Little Lever School have been produced to demonstrate compliance with the following:

JCQ General Regulations for approved centres <http://www.jcq.org.uk/exams---office/general---regulations>

Controlled Assessments, Coursework and Portfolios of Evidence

5.8 The centre agrees to have in place, and be available for inspection purposes, an internal appeals procedure relating to internal assessment decisions and to ensure that details of this procedure are made widely available and accessible to all candidates; (A centre may place its internal appeals procedure on the school/college website or alternatively, the document may be made available to candidates upon request.)

JCQ Post---results services <http://www.jcq.org.uk/exams---office/post---results---services>

6.4.5 Centres must have in place a published formal appeals procedure for use in cases where centres and candidates, or their parents/carers, cannot agree as to whether an enquiry about results should be submitted. The formal appeals procedure must be made widely available. Centres must therefore draw the appeals procedure to the attention of candidates and their parents/carers. In deciding whether to support an enquiry about results, centres should take account of all relevant factors and afford candidates or their parents/carers a reasonable opportunity to express their views. Awarding bodies can only enter into discussions over enquiries about results with centres and private candidates.

JCQ A guide to the awarding bodies' appeals processes <http://www.jcq.org.uk/exams---office/appeals>

12. Please note that internal candidates and/or their parents/carers are not entitled to appeal directly to the awarding body. Representations must be made to the head of centre where the candidate was entered or registered. The head of centre's decision as to whether to proceed with an appeal is subject to the centre's internal appeals arrangements.

Ofqual GCSE, GCE, Principal Learning and Project Code of Practice

http://ofqual.gov.uk/ofdoc_categories/regulations---and---guidance/codes---of---practice---regulations---and---guidance/

9.13 The awarding organisation must require centres offering its examinations to ensure that they have in place:

iii. a formal, codified procedure for handling disputes when a candidate or carer disagrees with a decision by the centre not to support an enquiry.

Centres must be required to ensure that the procedures are published and made widely available and accessible to all candidates and their carers.

9.14 In deciding whether to support an enquiry or appeal, centres should take account of all relevant factors and afford candidates or their carers a reasonable opportunity to express their views.

Appellants should consult the full information in the above publications to be fully informed when stating their grounds for appeal.

Further information can be obtained from: <http://www.jcq.org.uk/exams-office/controlled-assessments> <http://www.jcq.org.uk/exams-office/coursework> <http://ofqual.gov.uk/complaints-and-appeals/exam-results-appeals/> [http://www.jcq.org.uk/examination-system/the-appeals-proce](http://www.jcq.org.uk/examination-system/the-appeals-process)