

Assessment and Examinations Policy

POLICY STATEMENT:

The purpose of this policy is to:

- Establish the EKC Group's commitment to fair assessment of students' work and to set out the guiding principles for the delivery of quality assessment processes (section 1 of this document).
- Ensure the planning, management and delivery of examinations is conducted efficiently and in the best interest of candidates (section 2 of this document).
- Define reasonable adjustment and special consideration in relation to assessment and examinations procedures (section 6 of this document).
- Outline the College's approach to malpractice in examinations and assessments (section 7 of this document).

This policy is complemented by a suite of associated documentation as follows:

- Access arrangements for examinations procedure.
- Emergency evacuation of an examination room procedure.
- Examination contingency procedure.
- Internal appeals procedure.

It is the responsibility of everyone involved in the College's assessment and examinations processes to read and adhere to this policy and to work in accordance with the associated procedures.

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1. Assessment Processes and Procedures

The aim of assessment is to:

- Ensure students are aware of their individual progress and that they develop their knowledge, skills and understanding in relation to the course that they are undertaking.
- Provide evaluative assessment and feedback to students.
- Inform staff of their own effectiveness in teaching and learning.
- Provide a mechanism for monitoring the quality of qualification/course provision.

In order to achieve these aims, the following principles for assessment will be applied:

- Students must be recruited with integrity to ensure that they have the correct level of advice and guidance prior to commencing their course and that they are therefore able to attain a qualification that meets their needs and abilities.
- Evidence requirements for assessment outcomes should be offered in such a way that all students have an equal opportunity to achieve.
- Assessment of students' work is based on either awarding body and/or college assessment criteria.
- All provision must have a planned assessment strategy and process which includes timing, number and form of assessments and deadline dates.
- All students will have access to an assessment schedule and will be encouraged to manage their own progress in collaboration with their tutors through one to one tutorials and personal learning plans.
- Feedback must be given at a level and depth that ensures assessment is an integral and critical part of the student's learning experience and aids progression.
- Internal verification must be undertaken on all assessments according to awarding body requirements.
- Assessment outcomes will not be disclosed to any unauthorised individuals.
- Assessment monitoring should form part of the qualification/course quality improvement cycle.
- Where necessary, reasonable adjustment or special considerations will be applied for students who need them (see section 3). Any reasonable adjustments must be agreed and documented in accordance with the relevant awarding body's criteria prior to the assessment taking place. Awarding bodies have different criteria and it is therefore advisable to check the relevant awarding body's requirements.

2. Examination Processes and Procedures

2.1 Examination responsibilities

Head of Management Information and Funding

- Overall responsibility for the college as the Examination Centre(s)
- As Head of Centre is responsible for reporting all suspicions or actual incidents of academic malpractice. Refer to the Joint Council for Qualifications (JCQ) document [Suspected malpractice in examination and assessments](#).

Assistant Principals, Pastoral

- Manage the administration of public and internal examinations and analysis of examination results.
- Advise the Senior Leadership Team, teaching staff and other relevant support staff on annual examination timetables.
- Oversee the production and distribution to staff, governors and candidates of an annual calendar for all examinations in which candidates will be involved and communicates regularly with staff concerning imminent deadlines and events.
- Consult with teaching staff to ensure that necessary coursework is completed on time and in accordance with [JCQ guidelines](#).
- Audit the certificates received from the awarding bodies to ensure accuracy and completeness.
- Receive, check and store securely all examination papers and completed scripts
- Administers access arrangements and makes applications for special consideration using the JCQ document [Access arrangements and special considerations regulations and guidance relating to candidates who are eligible for adjustments in examinations](#)
- Identifies and manages examination timetable clashes.
- Organises the recruitment, training and monitoring of a team of examination Invigilators responsible for the conduct of examinations.
- Submits candidates' coursework 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 manages any appeals/re-mark requests.
- Maintains systems and processes to support the timely entry of candidates for their examinations.

These duties may be delegated to the Campus Support Services Team Leaders.

Programme Directors/Lecturers

- Accurate completion of coursework mark sheets and declaration sheets.
- Accurate completion of entry sheets and adherence to deadlines.
- Changes of course/entry/levels.
- Additions or removals from candidate lists.
- Ensuring that all coursework is marked and/or despatched at the correct time.

Student Assessment and Support (SAS)

- Identification and testing of candidates' requirements for access arrangements.

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Invigilators

- Collection of examination papers and other material from the examinations office before the start of the examination.
- Run the examinations according to the JCQ guidelines.
- Collection of all examination papers in the correct order at the end of the examination and their return to the examinations office.

Qualification Offer

- The qualifications offered at this centre are determined by the Deputy Principal in conjunction with College Principals.
- The subjects offered for qualifications in any academic year may be found in the centre's published prospectus for that year. If there has been a change of qualification, the examinations office must be informed.

2.2 Examination sessions, timetables and clashes

Examination sessions

- Internal formative examinations, if any, are scheduled by the appropriate Curriculum Area as required.
- External and Internal examinations are scheduled as required according to the schedules advised by each awarding body.

Timetables

- The Campus Support Services Team will circulate a timetable of all external examination at dates specified in the published schedule. The Campus Support Services Team will add room details and will allocate Invigilators.

2.3 Registrations

Registrations - Vocational

The Campus Support Services Team will distribute a list of candidates enrolled on the vocational programme to the appropriate Programme Director.

The Programme Director will confirm the candidate list including confirmation of the qualification.

If appropriate any unit information that is needed for the registration will be confirmed at this stage by the Programme Director.

All actions should be completed by the appropriate deadline depending on the awarding body.

The Programme Director is expected to check the registrations via the awarding body on-line portal and to advise the Campus Support Services Team if any updates/changes are required.

If appropriate the Programme Director will inform the candidates of their registration status.

2.4 Entries, entry details, late entries and retakes

Entries

Candidates are selected for their examination entries by the Programme Directors or Subject Tutors as is appropriate.

A candidate cannot request a subject entry, change of level or withdrawal without the permission of the vocational staff (within deadline or Programme Director beyond deadline).

The centre does not accept entries from external candidates.

Existing learners can undertake GCSE re-sits following advice and guidance from the appropriate department and where re-sits are available.

The College acts as an examination centre for other organisations. Does this cover subcontracting?

Entry details

All individual candidate statements of entry or individual timetables will be given to the Programme Director and Learning Mentor for distribution.

The Campus Support Services Team will accept withdrawals (using the appropriate withdrawal forms) and amendments up to the date set by the awarding body.

Late entries

Late entries are authorised by the Head of Management Information and Funding.

The deadlines for late entries are circulated via email.

2.5 Examination fees

Normal registration and examination fees are paid by the candidates when they or an employer has paid tuition fees, including re-take fees.

Students are not required to pay re-take fees for English and maths qualifications. If an exam is missed without notification re-take fees will be applied.

2.6 Examination arrangements for candidates with disabilities

Access arrangements

Candidates who may require access arrangements are identified during the admissions process. Others could be identified after enrolment.

The Student Assessment and Support Team will inform Programme Directors of candidates with special educational needs, students who are embarking on a course leading to an examination and the date of that examination. The Student Assessment and Support Team can then inform individual staff of any

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special arrangements that individual candidates may be granted during the course and in the examination.

Making these special arrangements is the responsibility of the Campus Support Services Team Leaders once the correctly completed paperwork from the Student Assessment and Support Team has been received within the appropriate time frame.

Submitting completed access arrangement applications to the awarding bodies is the responsibility of the Campus Support Services Team Leaders. The procedure entitled 'Access arrangements for examinations' gives further details about access arrangements.

2.7 Estimated grades

Estimated grade forms are to be completed and returned via the Campus Support Services Team Leaders to the Campus Support Services Teams by the awarding bodies' published deadlines.

2.8 Invigilators and Examination Days

Managing Invigilators

Invigilators will be used for all examinations.

The recruitment of invigilators is the responsibility of the Campus Support Services Team Leaders.

Training for invigilators is provided by the Campus Support Services Team Leaders annually to advise on the JCQ guidelines.

Securing the necessary Disclosure and Barring Service (DBS) clearance for new Invigilators is the responsibility of Human Resources.

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

Invigilators are timetabled and briefed by the Campus Support Services Team Leaders.

Invigilators' rates of pay are set by the College and administered by Human Resources.

Examination days

The Campus Support Services Team will book all examination rooms.

The Campus Support Services Team provides an examination pack comprising of; the question papers, other examination stationery and materials available for the invigilator.

The Facilities and IT Manager is responsible for ensuring the set-up of the allocated rooms at their respective campuses. The Campus Support Services Team will give sufficient notice of any special requirements for rooms.

The invigilator will start all examinations in accordance with [JCQ guidelines](#).

Subject staff may be present prior to the start of the examination to assist with identification of candidates but must not advise on which questions are to be attempted. They must leave when instructed to by the invigilator.

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

Examination papers must not be read by subject staff or removed from the examination room before the end of a session. Papers will be distributed to Programme Director at the end of the examination session.

2.9 Candidates, clash candidates and special consideration

Candidates

[JCO rules](#) on candidates' use of mobile phones and all electronic devices apply at all times.

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 [JCO guidelines](#).

For examinations longer than one hour, candidates will not be allowed to leave the examination room until at least one hour after the published starting time and not within the last half hour of the examination. They will not be allowed to return. There is an expectation that students should remain in the examination room for the entire exam time for both Functional Skills and GCSE examinations.

Vocational staff may deal with any candidate not present at the start of an examination through their own local procedures.

Clash candidates

The supervision of escorts, identifying a secure venue and arranging overnight supervision is the responsibility of the Campus Support Services Team Leaders.

Special consideration

Should a candidate be unable to sit an examination due to exceptional circumstances, it is the candidate's responsibility to alert the centre to that effect.

The candidate must support any special consideration claim with appropriate evidence within five days of the examination.

Should the candidate fall ill during the exam the invigilator will complete a report for consideration by the Campus Support Services Team Leader.

The Campus Support Services Team Leader will then forward a completed special consideration form to the relevant awarding body within 10 days of the examination. See section 3 for further guidance on special consideration.

3. Coursework and appeals against internal assessments

Coursework

Candidates who have to prepare coursework should do so by the required date.

The Campus Support Services Team will collate the sampled coursework and marks and send this to the appropriate awarding body representative as required.

BTEC assessors will bring NSS sampling work to be sent to examiners to the Campus Support Services Team. A record of this will be kept and the samples then despatched by recorded delivery.

The Campus Support Services Team Leaders will ensure that certificate claims are timely and based solely on internally verified assessment records – primarily this will be the Student Report Form (SRF) as a completion list for those candidates registered for BTEC programmes. SRFs should be completed by vocational staff and forwarded to the Campus Support Services Team by the last Friday of June at the latest.

Appeals against internal assessments

Candidates may appeal if they feel their coursework has been assessed unfairly, inconsistently or not in accordance with the specification for the qualification.

Appeals must be made in writing to the Head of Management Information and Funding who will decide whether the process used conformed to the necessary requirements.

The Head of Management Information and Funding will be notified in writing, copied to the Deputy Principal and recorded for awarding body inspection. The 'internal appeals' procedure gives further details about the process.

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

Results

All individual candidate results received during the year will be available for collection from the Campus Support Services Team.

For GCSEs those not collected will be posted to candidates' home addresses by 2.30pm on the same day as results are received from awarding bodies.

EARs

EARs for general qualifications may be requested by subject staff or candidates if there are reasonable grounds for believing there has been an error in marking.

When the College does not uphold an EAR, a candidate may apply to have an enquiry carried out. If a candidate requires this against the advice of subject staff, they will be charged.

ATS (applicable to general qualifications only)

After the release of results of general qualifications, candidates may ask subject staff to request the return of papers within three days' scrutiny of the results.

If a result is queried, the Head of Management Information and Funding or the Campus Support Services Team Leader in conjunction with subject staff will investigate the feasibility of asking for a remark at the College's expense.

Vocational staff may also request scripts for investigation or for teaching purposes.

For the latter, the consent of candidates must be obtained.

5. Certificates

Certificates are posted by recorded delivery to those candidates with a post code that is not local to the Campus. For those candidates with a local postcode they receive a postcard and are expected to collect the certificate from the Campus Support Services Team.

All candidates are required to produce some form of identification before a certificate is released.

Certificates may be collected on behalf of a candidate by a third party, provided they have been authorised to do so.

Certificates are recorded as being received and distributed to the candidate so allowing for an audit of the process to ensure the accuracy and completeness of the achievement.

Certificates are not withheld from candidates who owe fees.

The College only retains certificates for a year following the date of certification. After this time, any certificates will be destroyed.

6. Reasonable Adjustment and Special Considerations

EKC Group complies with the requirements of the Equality Act 2010 and in so doing seeks to treat all students as individuals and works to identify and remove barriers to opportunity and ensure fairness; part of this commitment is to ensure that reasonable adjustments and special considerations are applied to the assessment and examinations process.

Further details about the College's commitment to supporting students are available in the following documents:

- Access arrangements for examinations procedure.
- Equality and Diversity policy.
- Additional Learning Support policy.
- Accessibility Statement.

6.1 What is Special Consideration?

This is a post-assessment allowance to reflect temporary illness, injury or indisposition that occurred at the time of assessment. Any special consideration granted cannot remove the difficulty the student faced at the time of assessment and can only be a relatively small adjustment to ensure that the integrity of the assessment is not compromised. Special consideration **cannot** apply to "licence to practice" units within a qualification, or to "licence to practice" qualifications.

The following are examples of circumstances which might be eligible for special consideration (this list is not exhaustive):

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- terminal illness of the student;
- terminal illness of a parent;
- recent bereavement of a member of the immediate family;
- serious and disruptive domestic crises leading to acute anxiety about the family;
- incapacitating illness of the student;
- severe car accident;
- recent traumatic experience such as death of a close friend or distant relative;
- flare-up of severe congenital conditions such as epilepsy, diabetes, asthma etc.
- recent domestic crisis;
- recent physical assault trauma;
- broken limb on the mend;

A student will **not** be eligible for special consideration if:

- no evidence is supplied by the centre to the awarding body that the student has been affected at the time of the assessment by a particular condition;
- any part of the assessment is missed due to personal arrangements including holidays or unauthorised absence;
- preparation for a component is affected by difficulties during the course, e.g. disturbances through building work, lack of proper facilities, changes in or shortages of staff, or industrial disputes;

Applications for special consideration must be presented to the appropriate awarding body for evaluation and decision.

7. Malpractice

Malpractice in the context of examinations and assessment is any action which is taken by a member of staff, invigilator or a student to undermine the validity and integrity of an assessment/examination result.

Examples of **staff malpractice** include:

Breach of security - breaking the confidentiality of question papers or materials, and their electronic equivalents, or the confidentiality of candidates' scripts or their electronic equivalents. For example:

- failing to keep examination material secure prior to an examination;
- discussing or otherwise revealing secure information in public, e.g. internet forums;
- moving the time or date of a fixed examination beyond the arrangements permitted by the published regulations of the JCQ;
- failing to supervise adequately candidates who have been affected by a timetable variation;
- permitting, facilitating or obtaining unauthorised access to examination material prior to an examination;
- failing to retain and secure examination papers after an exam in cases where the life of the paper extends beyond the particular session. For example, where an examination is to be sat in a later session by one or more candidates due to a timetable variation;
- tampering with candidate scripts or controlled assessments or coursework after collection and before despatch to the awarding body/examiner/moderator;

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

Deception - any act of dishonesty in relation to any examination or assessment, but not limited to:

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

Improper assistance to candidates - giving assistance beyond that permitted by the specification to a candidate or group of candidates, which results in a potential or actual advantage in an examination or assessment. For example:

- assisting candidates in the production of controlled assessments or coursework, or evidence of achievement, beyond that permitted by the regulations;
- sharing or lending candidates' controlled assessments or coursework with other candidates in a way which allows malpractice to take place;
- assisting or prompting candidates with the production of answers;
- permitting candidates in an examination to access prohibited materials (dictionaries, calculators etc.);
- prompting candidates in Language Speaking Examinations by means of signs, or verbal or written prompts;
- assisting candidates granted the use of an oral language modifier, a practical assistant, a prompter, a reader, a scribe or a Sign Language Interpreter beyond that permitted by the regulations.

Candidate malpractice may include:

- the alteration or falsification of any results document, including certificates;
- a breach of the instructions or advice of an invigilator, supervisor, or the awarding body in relation to the examination or assessment rules and regulations;
- failing to abide by the conditions of supervision designed to maintain the security of the examinations or assessments;
- collusion: working collaboratively with other candidates, beyond what is permitted;
- copying from another candidate (including the use of ICT to aid the copying);
- allowing work to be copied e.g. posting written coursework on social networking sites prior to an examination/assessment;
- the deliberate destruction of another candidate's work;
- disruptive behaviour in the examination room or during an assessment session (including the use of offensive language);
- exchanging, obtaining, receiving, passing on information (or the attempt to) which could be examination related by means of talking, electronic, written or non-verbal communication;
- making a false declaration of authenticity in relation to the authorship of controlled assessments, coursework or the contents of a portfolio;

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- allowing others to assist in the production of controlled assessments, coursework or assisting others in the production of controlled assessments or coursework;
- the misuse, or the attempted misuse, of examination and assessment materials and resources (e.g. exemplar materials);
- being in possession of confidential material in advance of the examination;
- bringing into the examination room notes in the wrong format (where notes are permitted in examinations) or inappropriately annotated texts (in open book examinations);
- the inclusion of inappropriate, offensive or obscene material in scripts, controlled assessments, coursework or portfolios;
- impersonation: pretending to be someone else, arranging for another person to take one's place in an examination or an assessment;
- plagiarism: unacknowledged copying from published sources or incomplete referencing; theft of another candidate's work;
- bringing into the examination room or assessment situation unauthorised material, for example: notes, study guides and personal organisers, own blank paper, calculators, dictionaries (when prohibited), instruments which can capture a digital image, electronic dictionaries, reading pens, translators, wordlists, glossaries, iPods, mobile phones, MP3 players, pagers or other similar electronic devices;
- the unauthorised use of a memory stick where a candidate uses a word processor;
- behaving in a manner so as to undermine the integrity of the examination.

Where malpractice is suspected, a member of staff (or student) must bring it to the attention of the Assistant Principal, Pastoral as soon as possible by completing a [JCO 'suspected malpractice' form](#).

Where a student is suspected of cheating in an examination, the Invigilator should observe the candidate's actions during the examination, complete a 'suspected malpractice' form and inform the Assistant Principal, Pastoral as soon as reasonably practicable at the end of the examination.

The College will ensure that all staff and students are aware of the definitions of malpractice and the serious implications and sanctions that can be imposed where malpractice is proven to have taken place.

Staff or students who submit 'suspected malpractice' reports which are subsequently found to have been created for malicious purposes will be subject to the relevant disciplinary procedure.

Appendix 1 – Risk Management Process for Controlled Assessments

Risks and issues	Possible remedial action		Staff Responsible (R) Consulted (C) Informed (I)
	Forward planning	Action	
Timetabling			
Controlled assessment schedule clashes with other activities	Plan/establish assessment schedule during curriculum planning.	Plan dates in consultation with College calendar – work with Executive Support Team	College Principal (R) Executive Support Team Leader (C) Teaching Teams (I) Support Services Teams (I)
Controlled assessments may be scheduled close together across GCSE subjects	Plan controlled assessments so they are spaced over the duration of the course	Space controlled assessments to allow candidates time between the assessments	College Principal (R) Senior Innovator (English) (C) Senior Innovator (Science) (C) Teaching Teams (I) Support Services Teams (I)

Accommodation			
Insufficient space in rooms for candidates	Once the size of the cohort and class sizes is known at the start of the year, flag instances where regular classroom space may not be suitable to conduct controlled assessments	Use more than one classroom or multiple sittings where necessary	College Principal (R) Teaching Teams (R,I) Support Services Teams (C,I)
Insufficient facilities for all candidates with Special Considerations	Careful planning ahead and booking of rooms / centre facilities	Use offices, small rooms or multiple sittings where necessary	Support and Assessment Manager (R) College Principal (I) Teaching Teams (R,I) Support Services Teams (C,I)
Absent candidates			
Candidates absent for all or part of assessment (various reasons)	Plan alternative session(s) for candidates	Use offices, small rooms. Advice to candidates if they do miss a controlled assessment.	College Principal (I) Teaching Teams (R,I) Support Services Teams (C,I) Support and Assessment Manager (C,I)

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	Support Services Team Leader (R) College Principal (I) Teaching Teams (I) Assistant Principals, Pastoral(C,I)
Academic staff unable to access task details	Test secure access rights ahead of controlled 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 controlled assessment schedule	Support Services Team Leader (R) College Principal (I) Teaching Teams (I) Assistant Principals, Pastoral(C,I)
Loss of task details in transmission	Download tasks well ahead of scheduled assessment date	Contact awarding body and ask for replacement task; download again	Support Services Team Leader (R) College Principal (I) Teaching Teams (I) Assistant Principals, Pastoral(C,I)

Control levels for task taking			
The assessment is undertaken under incorrect level of control (time, resources, supervision and collaboration)	Ensure Academic staff know what level is applicable and understand what is involved. Provide training if required.	Seek guidance from the awarding body	College Principal (R,I) Programme Managers (R,I) Teaching Teams (R) Assistant Principals, Pastoral(C,I)
Supervision			
Student study diary/plan not provided or completed where appropriate	Ensure Academic staff are aware of the need for study diary/plans to be completed early in course, if appropriate	Ensure candidates start, continue and complete study diary/plans that are signed after every session, if appropriate.	Senior Innovator (English) (R) Senior Innovator (Science) (R) Teaching Teams (C,I) Assistant Principals, Pastoral(C,I)

<p>Academic staff do not understand that the supervision of controlled assessments is their responsibility</p>	<p>Ensure Academic staff fully understand the nature of controlled assessments and their role in supervising assessments</p>	<p>Training and awareness raising sessions provided on Staff Information day and Staff Improvement Days.</p>	<p>Senior Innovator (English) (R) Senior Innovator (Science) (R) Teaching Teams (C,I) Assistant Principals, Pastoral(C,I)</p>
<p>A suitable supervisor has not been arranged for an assessment where Academic staff are not supervising</p>	<p>A suitable supervisor must be arranged for any controlled assessment session where Academic staff are not supervising, in line with the awarding body's specification</p>	<p>Training and awareness raising sessions provided on Staff Information day and Staff Improvement Days.</p>	<p>Senior Innovator (English) (R) Senior Innovator (Science) (R) Teaching Teams (C,I) Assistant Principals, Pastoral(C,I)</p>
<p>Task setting</p>			

<p>Teaching staff fail to correctly set tasks</p>	<p>Ensure teaching staff fully understand the task setting arrangements as defined in the awarding body's specification</p>	<p>Seek guidance from the awarding body. Training and awareness raising sessions provided on Staff Information day and Staff Improvement Days.</p>	<p>Senior Innovator (English) (R) Senior Innovator (Science) (R) Teaching Teams (C,I) College Principal (R,I)</p>
<p>Assessments have not been moderated in line with the awarding body's specification</p>	<p>Check specification and plan required moderation appropriately</p>	<p>Seek guidance from the awarding body Training and awareness raising sessions provided on Staff Information day and Staff Improvement Days.</p>	<p>Senior Innovator (English) (R) Senior Innovator (Science) (R) Teaching Teams (C,I) College Principal (R,I)</p>

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 Training and awareness raising sessions provided on Staff Information day and Staff Improvement Days.	College Principal (R,I) Programme Managers (C,I) Teaching Teams (I) Assistant Principals, Pastoral(R,C)
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 Training and awareness raising sessions provided on Staff Information day and Staff Improvement Days.	College Principal (R,I) Programme Managers (C,I) Teaching Teams (I) Assistant Principals, Pastoral(R,C)
Insufficient or insecure storage space	Look at provision for suitable storage at the start of the GCSE course	Find alternative storage within the centre Training and awareness raising sessions provided on Staff Information day and Staff Improvement Days.	College Principal (R,I) Programme Managers (C,I) Teaching Teams (I) Assistant Principals, Pastoral(R,C)

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	Senior Innovator (English) (R) Senior Innovator (Science) (R) Teaching Teams (C,I) College Principal (R,I)
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 Training and awareness raising sessions provided on Staff Information day and Staff Improvement Days.	Senior Innovator (English) (R) Senior Innovator (Science) (R) Teaching Teams (C,I) College Principal (R,I)

Risks and issues	Possible remedial action		Staff Responsible (R) Consulted (C) Informed (I)
	Forward planning	Action	
Authentication			
Candidate fails to sign authentication form	<p>Ensure all candidates have authentication forms to sign</p> <p>Ensure that the authentication form is securely attached to their work when it is completed and handed in for marking</p>	<p>Find candidate and ensure authentication form is signed</p> <p>Training and awareness raising sessions provided on Staff Information day and Staff Improvement Days.</p>	<p>College Principal (R,I)</p> <p>Programme Managers (C,I)</p> <p>Teaching Teams (R)</p> <p>Assistant Principals, Pastoral(C,I)</p>
Teaching staff fail to complete authentication forms or leave before completing the authentication process	<p>Ensure teaching staff fully understand the importance of authentication forms and the requirement of a signature</p>	<p>Return the authentication form to the teacher for signature</p> <p>Ensure authentication forms are signed as work is marked</p>	<p>College Principal (R,I)</p> <p>Programme Managers (C,I)</p> <p>Teaching Teams (R)</p> <p>Assistant Principals, Pastoral(C,I)</p>

		Awareness raising sessions provided on Staff Information day and Staff Improvement Days.	
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> <p>Awareness raising sessions provided on Staff Information day and Staff Improvement Days.</p>	<p>Senior Innovator (English) (R)</p> <p>Senior Innovator (Science) (R)</p> <p>Teaching Teams (C,I)</p> <p>College Principal (R,I)</p>