Fullbrook
Inspired to Achieve

Examination Policy

September 2026 – August 2027

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Nominated Lead Member of Staff:	Ms L Seddon
Status & Review Cycle:	Annually
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Purpose

The purpose of this examinations policy is:

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

Fullbrook is responsible for ensuring all students have the best possible chances of success in examinations and that students are not disadvantaged by organisational or curricular failures.

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

Fullbrook will follow Joint Council for Qualifications (JCQ) regulations or other relevant awarding body regulations throughout its public exams process.

- JCQ General Regulations for Approved Centres
- JCQ Access Arrangements and Reasonable Adjustments
- JCQ Instructions for Conducting Examinations (ICE)
- JCQ Instructions for Conducting GCSE & GCSE Modern Foreign Languages Listening Examinations
- Guidance for centres on cyber security
- JCQ AI Use in Assessments: Your tole in protecting the integrity of qualifications
- JCQ Instructions for Conducting Non-examination Assessments (GCE/GCSE Specifications and Vocational/Technical Qualifications)
- JCQ Instructions for Conducting Coursework
- JCQ Notice to Centres – Informing candidates of their centre-assessed marks
- JCQ Plagiarism in Assessments – Guidance for Teachers/Assessors
- JCQ Suspected Malpractice in Examinations and Assessments
- JCQ Post Results Services
- JCQ Guide to the Special Consideration Process

The Examinations Policy and all related documentation will be reviewed annually by the Senior Leadership Team (SLT) and the Examinations Officer.

1. Roles and Responsibilities Overview

Head of Centre

- Retains overall responsibility for the school as an exam centre, ensuring full compliance to regulations published by the JCQ and awarding bodies.
- Confirms on an annual basis adherence to the latest version of JCQ regulations (Head of Centre declaration). This confirmation is part of the National Centre Number Register (NCNR).
- Confirms on an annual basis that VTQ and BTEC Centre Engagement Document and Declarations are complete and accurate.

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- Has in place a written escalation process should the head of centre (HoC), or member of the senior leadership team (SLT) with oversight of exam administration be absent. This can be viewed in Appendix 9.
- Ensures that relevant members of staff respond promptly to requests for information from awarding bodies and to requests/actions raised by the JCQ Centre Inspection Service and that all incidents which may compromise any aspect of assessment delivery are promptly reported to awarding bodies.
- Delegates responsibility to the Examinations Officer for the efficient and timely administration of the exam process.

Examinations Officer

- Operates within JCQ regulations for public exams.
- Informs SLT and relevant staff of JCQ regulations and other examination information.
- Completes/submits the National Centre Number (NCN) Register annual update by the end of October each year and immediately informs the NCN team of any changes which occur following the annual update.
- Co-operates with the JCQ Centre Inspection Service ensuring that all examinations venues, paperwork and secure storage facility are available for inspection and responds promptly to requests/actions raised.
- Supports the Head of Centre by collecting Fullbrook staff Conflicts of Interest declarations annually and ensures any mitigating steps are put in place and records maintained in accordance with JCQ regulations. Ensures that relevant exams boards are informed of any conflicts of interest in line with deadlines and regulations.
- Advises exam boards of new courses.
- Maintains systems and processes to support the timely submission of exam entries and withdrawals to exam boards.
- Enters candidates under names that can be legally verified and with valid Unique Learner Numbers (ULN).
- Ensures candidates are fully aware of JCQ regulations and the expectations of them during the exam process.
- Ensures JCQ Unauthorised Items and Warning to Candidate posters are displayed in a prominent place for all candidates to see prior to entering the exam room.
- Advises Heads of Faculty to ensure that necessary coursework is completed on time and in accordance with JCQ guidelines.
- Manages the communication of NEA marks and internal appeals procedures/reviews of centre marks to candidates.
- Produces and distributes exam timetables.
- Identifies and manages exam timetable clashes.
- Produces and distributes seating plans.
- Ensures that candidates can be identified within the exam room(s) by having in place; candidate desk cards, photographs of students held in main exam room with Lead Invigilator, senior leader and/or year group pastoral team are present when candidates enter examination rooms to complete the process of identifying candidates.
- Applies for EAA modified papers.
- Applies for EAAs not governed by JCQ.

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- Provides suitable Exam Access Arrangements (EAA), such as rooming and specialised equipment, for students identified by Special Education Needs Assessor (SENCO) or Special Consideration.
- Receives, checks, tracks and securely stores all exam papers, pre-release material and exam stationery. Briefs other relevant centre staff where they may be involved in the receipt/dispatch of confidential exam materials on the requirements for maintaining the integrity and confidentiality of the materials. (Appendix 1: Exam paper security)
- Handles encrypted material on day of examination, maintaining security of electronic question paper throughout the downloading, printing and collating process.
- Securely stores completed scripts and organises their dispatch for marking.
- Manages internal/external invigilators, including recruitment, training in line with JCQ requirements and, monitoring to ensure responsible conduct during exams. Works with HR Officer in the recruitment of invigilators to ensure that legislative requirements for safeguarding including Disclosure and Barring Service (DBS) clearance are satisfied. Appoints Lead Invigilator(s) who may also deputise for the exams officer as part of contingency plan.
- Manages exams for Alternative Provision (AP) students.
- Makes emergency (usually broken hands or arms) EAA applications.
- Makes and tracks (online) applications for special consideration. Informs candidates when an application for special consideration has been made.
- Supports the HoC by ensuring that centre staff understand their role in adhering to the JCQ publication 'Suspected malpractice-policies and procedures' and collects staff declarations confirming this as part of the process of collecting conflicts of interest. Investigates irregularities and appropriately reports claims of alleged, suspected or actual malpractice or maladministration.
- Ensures that candidates are aware of malpractice policies and procedures according to the JCQ regulations.
- Manages, in consultation with SLT and Heads of Faculty (HOF) any appeals, reviews of marking requests or malpractice claims.
- Organises dissemination of exam results and certificates to candidates.
- Ensures candidates/parents/carers have a point of contact for all queries relating to exams.
- Accounts for income and expenditures relating to exam costs.

<u>Head of Faculty (HOF)</u>

- Are familiar with the contents, refer to and direct relevant faculty staff to annually updated JCQ publications.
- Keep updated with awarding body subject and teacher-specific information to ensure effective delivery of qualifications, including attendance at relevant training/update events.
- Inform Examinations Officer of current syllabus information e.g. syllabus codes and component numbers.
- Provide Examinations Officer with exam entry information before the appropriate deadlines.
- Check entry information provided by Examinations Officer and promptly report discrepancies and required changes.

- Inform Examinations Officer immediately of entry amendments or late entries.
- Ensure all students are given notification of non-timetabled/practical assessment dates and advise the Examinations Officer of these dates.
- Provide Examinations Officer with details of coursework and Non Examined Assessment dates in line with the Fullbrook policy and processes of informing students of their centre assessed marks.
- Ensures that candidates are aware of malpractice policies and procedures relating to NEA/coursework (including use/misuse if AI) according to the JCQ regulations.
- Collate/submit to exam board copies of coursework marks as prepared by Heads of Department.
- Ensure necessary coursework/assessment documentation is completed and submitted on time via the Examinations Office and in accordance with JCQ guidelines and the Fullbrook Non Examined Assessment Policy and processes.
- Inform Examinations Officer of any anomalies regarding coursework/assessment.
- Ensure safe storage of coursework on return from moderator.
- Are involved in post-results procedures.

Senior Leaders (SLT)

- Are familiar with the contents, refer to and direct relevant centre staff to annually updated JCQ publications.
- Ensure that staff undertake key tasks as detailed in this policy, in accordance with JCQ regulations, within the exams process and meet internal and external deadlines regarding exams and assessment.
- Ensure teaching staff keep themselves updated with exam board subject and teacher-specific information to confirm effective delivery of qualifications (including attendance in relevant exam board training/update events).
- Ensure appropriate internal moderation, standardisation and verification processes are in place.
- Ensure appropriate evidence is in place for special consideration and approve applications.
- There is a member of SLT with responsibility for examinations.
- Senior Leader (and/or HOY) is present at the start of examinations as part of the process for identifying candidates.

Head of Year (HOY), Tutors and Teachers

- Ensure that they and their teams undertake key tasks as detailed in this policy, in accordance with JCQ regulations, within the exams process and meet internal deadlines regarding exams.
- Ensure that they keep themselves updated with exam board subject and teacher-specific information to confirm effective delivery of qualifications (including attendance in relevant exam board training/update events).
- Work with SENCO to establish 'normal way of working' for students who require Exam Access Arrangements (EAA), and provide supporting evidence from relevant subject area.
- Ensure EAAs are applied appropriately to coursework and controlled tasks.
- Provide any exam /coursework information required by the Head of Faculty.

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- Ensures that their students are aware of malpractice policies and procedures relating to NEA/coursework (including use/misuse if AI) according to the JCQ regulations.
- Provide guidance to candidates regarding exam entries or amendments to entries.
- Prepare candidates for the exams/assessments, including their responsibilities during exam.
- Assist in getting candidates into exam room in the appropriate manner. A member(s) of the year group team (and/or senior leader) assemble students outside the exam room / assist with students entering the exam room as part of the process for identifying candidates.
- Inform Examinations Officer of cases of special considerations as soon as possible.
- Securely keep returned coursework/controlled assessments under exam conditions to support applications for special considerations until enquiry about results (EAR) or appeals has passed.

Special Education Needs Assessor (SENCO)

- Complies with Equalities Act 2010 and JCQ Regulations.
- Identifies candidates requiring Exam Access Arrangements and arranges appropriate testing to be carried out by the Centre's Specialist Assessor, no earlier than Year 9 and by the deadline set by the JCQ.
- Specialist Assessor makes the applications for EAA by deadline dates.
- Informs Examinations Officer of required access arrangements, including exam adapted word processors (wp) where use of a wp is the student's normal way of working.
- Keeps detailed files ready for JCQ inspections.

Lead Invigilator/ Invigilators

- Know and follow JCQ regulations for conducting examinations at all times.
- Attend regular training sessions as directed by the Exams Officer.
- Understand the emergency evacuation procedure related to exams.
- Assist in transportation of exam material to/from Examinations Office before/after exam and lay out exam rooms.
- Open and distribute exam papers and other materials to candidates. Two members of the exam staff must check the day, time, subject and component/tier before a question packet is opened and complete the 'Second Pair of Eyes' JCQ paperwork.
- Ensure there is a working clock (2 in Sports Hall) that is visible to all candidates.
- Display full (long) date, centre numbers, exam name, codes and length, start and finish (including extra time) details on whiteboard.
- Maintain a fully annotated Seating Plan.
- Verify identity of candidates in exam room and know the whereabouts and nature of candidates with EAAs.
- Read erratum notices and start / end examinations under the JCQ regulations.
- Supervise candidates in a quiet unobtrusive manner, including those that need to leave the exam room during an exam.
- Respond to candidates' queries and refer as necessary to the Lead Invigilator and the Examinations Officer.

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- Report any instances of suspected malpractice immediately to the Examinations Officer.
- Record any incidents/irregularities that occur in the Exam Room Incident Log.
- Collect exam papers in correct order at the end of the exam, complete Attendance registers and return exam materials to Examinations Office.
- Assist with the packing and dispatch of completed examination scripts.
- Supervise clash candidates between exams.
- Dismiss candidates from exam room in the appropriate manner ensuring exam conditions are maintained.
- Sign a confidentiality and security agreement, declare any conflicts of interest and, confirm whether they have any current maladministration/malpractice sanctions applied to them.
- Inform the Examinations Officer if they have previously or are currently invigilating at another exam centre.

Candidates

- Check exam timetables / statements of entry to ensure their personal details (including legal name and date of birth) and entries (including all components and tiers) are correct, and inform the Examinations Officer of any changes required.
- Immediately refer any queries to teachers, tutors or the Examinations Officer.
- Understand coursework/assessment regulations, complete work by deadlines given and sign a declaration that authenticates the coursework/assessment as their own.
- Understand JCQ regulations and the expectations of them during the exam process.
- Understand how to avoid committing malpractice in examinations/assessments.
- On the day of the exam, arrive at stipulated time, before scheduled start time of exam.
- Inform school of any difficulties attending exams, such as unexpected late arrival on the exam day, absence or disadvantage on the exam day due to illness or personal misfortune.
- Bring all the required equipment to the exam.
- Ensure personal conduct is in accordance with stated exam conditions.

2. Statutory Tests, Examinations and Qualifications Offered

The statutory tests and qualifications offered at Fullbrook are decided by the Head of Centre and Senior Leaders. Decisions on which subjects and associated exams a candidate should take will be made in consultation with the candidate, parents/carers, SENCO, Subject Teachers, Heads of Department and Heads of Year.

The general and vocational qualifications offered include:

- GCSE
- GCE AS/ A Levels
- Cambridge Nationals/Technicals
- BTEC
- Entry Level-Level 3 Awards/Certificates
- Extended Project Qualification (AQA)

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For vocational qualifications, this policy should be read in conjunction with the Fullbrook Vocational Qualifications Assessment Policy (available in Appendix 10).

Exams Boards used:

- AQA
- Pearson Edexcel
- Cambridge OCR
- WJEC Eduqas

Exam timetables

External public exams are scheduled in:

- Autumn exam series November 2026 GCSE re-takes for Maths and English Language.
- Winter exam series January 2027 (Cambridge Nationals/Technicals and on-demand exams).
- Summer exam series May/June 2027 – dates to be confirmed.
- Vocational paper-based / online tests may be on demand throughout the year.
    - November, February & April (UKMT Maths Challenges).

The exam board publish which exams are available during each series. Head of Faculty (HOF) will decide which exam series to enter candidates for and which academic tier students will take (Foundation/Higher). This information should be passed to the Examinations Officer before the appropriate deadline. Once final exam timetables are available from the exam board, the Examinations Officer will produce and distribute these.

Internal exams/assessments are scheduled in:

- Autumn term: Assessments for Years 7, 13. Year 11 PPEs (Pre-Public Examinations). September/October (Year 7 baseline tests).
- Spring term: Assessments for Years 8, 9, 10, 11, 12. Year 13 PPEs (Pre-Public Examinations).
- Summer term: Assessments for Years 7, 8, 9 10. Year 12 entry into Year 13 Assessments.

3. Resilience and Contingency Arrangements

Fullbrook are familiar with the regulator's guidance on ensuring resilience in the qualifications system and have in place a process for gathering evidence of candidate performance in line with the published guidance (Ofqual Resilience Guidance). PPEs (mock) examinations are taken by all candidates under formal exam conditions that meet the JCQ regulations in the 'Instructions for Conducting Examinations' and, their papers are retained to use as evidence of student performance should Ofqual invoke their contingency plans (such as Teacher Assessed Grades – TAGs).

All exam centres must have an up to date written exams contingency plan that covers all aspects of examination/assessment administration and delivery. Senior leaders must have

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robust contingency arrangements in place that will minimise the risk to examination/assessment administration and delivery and any adverse impact on candidates (JCQ GR 5.3). The full Fullbrook Exams Contingency Plan can be viewed in Appendix 2.

4. Cyber Security

At Fullbrook the confidentiality, integrity, and availability of our information assets, IT systems, and the personal data of students, staff and stakeholders are of paramount importance. Fullbrook have in place, and maintain, a cyber security and disaster recovery plan and procedure that has been reviewed by a Crest certified cyber security specialist company. The plan is reviewed in accordance with, and follows, the guidance of the JCQ, awarding organisations, the NCSC and DfE.

All Fullbrook staff complete NCSC cyber security training annually and adhere to the staff code of conduct for ICT use.

Following JCQ GR 3.37-3.38 and JCQ Cyber Security Guidance, the head of centre ensures there are policies/procedures in place to maintain the security of user accounts by:

a) ensuring that all members of centre staff who access awarding bodies' online systems undertake annual cyber security training from the National Cyber Security Centre (NCSC), which includes:

   - the importance of creating strong, unique passwords for all accounts;
   - keeping all account details strictly confidential;
   - the critical role of Multi-Factor Authentication (MFA) in protecting against unauthorised access;
   - how to properly set up and use MFA for both centre and awarding bodies' systems;
   - an awareness of all types of social engineering/phishing attempts;
   - the importance of staff quickly reporting any suspicious activity, events, incidents and encouraging a safe and supportive reporting culture.

   Certificates of completed staff cyber training are held on file for inspection.

b) developing and maintaining a comprehensive cyber security policy for the centre

c) implementing and enforcing robust security measures, including:

   - MFA for all accounts and systems containing exam-related information, including those that interface between awarding body and centre systems, to enhance security and protect sensitive data;
   - regularly reviewing and updating security settings to align with current best practices;

d) updating any passwords that may have been exposed;

e) setting up secure account recovery options;

f) reviewing and managing connected applications;

g) monitoring accounts and regularly reviewing account access, including removing access when no longer required;

h) ensuring authorised members of staff securely access awarding bodies' online systems in line with awarding body regulations regarding cyber security and the JCQ document Guidance for centres on cyber security. Authorised staff will have access, where necessary, to a device which complies with awarding bodies' MFA requirements.

i) reporting any actual or suspected compromise of an awarding body's online systems immediately to the relevant awarding body.

5. Complaints and Appeals Procedure and Policy

All complaints should follow the Learning Partners Complaints Policy and Procedures.

For instances where a candidate disagrees with a centre decision in relation to examination/assessment decisions for the below, the candidate should follow the Fullbrook Internal Appeals Procedure and Policy (Appendix 6):

- Internal assessment decisions (centre assessed marks)
- Centre decisions not to support a clerical re-check, a review of marking, a review of moderation or an appeal
- Centre decisions relating to access arrangements and special consideration
- Centre decisions relating to other administrative issues

Linked Policies: Learning Partners Complaints Policy

Fullbrook Internal Appeals Procedure and Policy (Appendix 6)

Complaints forms: https://www.learningpartners.org/971/complaints

6. Data Protection & Privacy

Linked Policies: Learning Partners Data Protection / Privacy Notice

Learning Partners Freedom of Information Policy

Specific information relating to data used in the delivery of examinations is contained within the Information for Candidates Data and Privacy Notice – Fullbrook Examinations, which is available on the exams page of the website https://fullbrook.surrey.sch.uk/exams/ and in appendix 13 of this document.

7. Safeguarding/Child Protection Policy

Linked Policy: Fullbrook School Child Protection & Safeguarding Policy

https://fullbrook.surrey.sch.uk/statutory-sen-information/

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8. Equalities Policy & Exam Access Arrangements, Reasonable Adjustments and Special Consideration

Fullbrook complies with the 2010 Equality Act. Observation from subject teachers and evidence from internal exams reinforces the diagnostic testing carried out by the Educational Psychologist and qualified EAA Assessors.

Factors which might reasonably be expected to have a substantial adverse effect include:

- Persistent and significant difficulty in reading and understanding written material where this is in the person's native language, for example because of a mental impairment, a learning difficulty or a sensory or multi-sensory impairment;
- Persistent distractibility or difficulty concentrating;
- Difficulty understanding and following simple verbal instructions;
- Physical impairment-for example, difficulty operating a computer because of physical restrictions of using a keyboard.
- Visual impairment.

Students on Alternative Provision (AP)

- Fullbrook will endeavour to enable students to be entered for as many qualifications as the student is able to sit. Alternative qualifications will be sourced where extended periods out of the education environment prohibit entry for public examinations.
- Entry to public examinations is decided prior to the final exam board entry deadlines. Decisions on which examinations an AP student should be entered for are made in discussion between: the classroom teachers; HOF; the AP team and provider; the student; parent/carer. Where the examinations will be sat and invigilator requirements will be decided at the same time.
- Students receiving AP have the same opportunity to apply for Exam Access Arrangements (EAA) with the same requirements for testing and evidence of everyday practice in lessons as full time students. Applications for EAA need to be submitted as early as possible to enable processing of requests to take place prior to the public examination period (May-July).
- Students who cannot attend school for public examinations may be provided with an external invigilator to sit the examination off site. There will be a document identifying a further adult who must be present. This will be organised by the AP team and Examinations Officer.

Access Arrangements and Reasonable Adjustments

SENCO and Access Arrangements Coordinator (supported by SLT and teaching staff) identifies candidates requiring Exam Access Arrangements and reasonable adjustments, and arranges appropriate testing by the Educational Psychologist and/or Specialist Assessor.

The Specialist Assessor will:

- Conduct relevant testing to establish need.
- Collect and store supporting evidence of need and proof of regular way of working for access arrangements from teaching staff.
- Complete relevant documentation.

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- Inform candidates that an application for access arrangements will be processed using Access arrangements online, complying with the UK GDPR and the Data Protection Act 2018.
- Process applications with Access Arrangements Online, or if necessary, write applications to appropriate exam boards by exam board deadlines.
- Ensure EAA records are available for inspection by JCQ Centre inspectors.
- Communicate EAA to the Examinations Officer prior to each examination series.
- Inform the Examinations Officer of candidates who require modified papers and which modifications are required.
- Before the main exam series, communicate approved EAA provision to students/parents.

The Exams Officer is responsible for emergency EAAs needed for a temporary physical disability.

SEND Policy - https://fullbrook.surrey.sch.uk/statutory-sen-information/

Word Processor Policy

A separate policy and statement can be viewed in Appendix 3.

Special Consideration

Special Consideration can be submitted for:

- Candidates who are present for assessment but disadvantaged by illness or misfortune
- Candidates who are absent for a timetabled component/unit for acceptable reasons

The Examinations Officer is responsible for ensuring that applications for Special Consideration are made to the appropriate awarding body, as soon as it is known that this is required. All applications must be made by the deadline imposed by awarding bodies.

Candidates are responsible for informing the Centre of any factors preventing the candidate from attending an exam, any factors which may affect or may have affected the candidate's performance during an exam. Centre staff notified of such cases must inform the Examinations Officer immediately.

Medical evidence from a professional may be required to support an application for Special Consideration, if it is due to health needs, particularly if a candidate is absent for an exam. If a candidate is ill at the time of their exam, the Examinations Officer, where possible, will endeavour to provide emergency and temporary access arrangements as appropriate.

All applications for Special Considerations must be supported by signed evidence produced by a member of the senior leadership team and such evidence will be retained until after the publication of results and close of appeals.

Linked Policies: Special Consideration Policy and Process (Appendix 7)
Accessibility Plan
Equality Policy
SEND Policy
Word Processor Policy (Appendix 3)

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9. Entries, Late Entries and Private Entries

Entries

- Subject teachers and HOFs will decide which candidates to enter for exams and, if relevant, at which tier. Details of this must be submitted to the Examinations Officer within the deadlines given.
- All school entries will be collated by the Examinations Office. Subject teachers and HOFs will be required to check these entries by the given deadlines.
- Late entries incur penalty fees.

Private Entries

Fullbrook only accepts private entries from external candidates who are ex-Fullbrook students seeking to re-sit an exam(s), and at the discretion of the Head of Centre and Examinations Officer. An administration charge will be levied against the candidate in addition to the cost of each exam component/qualification fee(s). Candidates may also be required to pay additional invigilation fees. Candidates must meet the terms and conditions of entry and all deadlines as detailed on the relevant exam season application form.

10. Exam Fees

Fullbrook will pay all normal exam fees on behalf of internal candidates. "Normal exam fees" are one GCSE or GCE entry per candidate per subject they are taught at the centre. Fullbrook will pay late entry or amendment fees resulting from changes requested by teaching staff.

Candidates may be liable for fees resulting from entries or changes to entries which are against the advice given by the Centre and result in additional fees or where Candidates have not met the appropriate deadlines. Candidates will be charged the full qualification fee if they do not attend all examinations without authorisation from the Examinations Office (in conjunction with SLT).

Candidates will not be charged for withdrawals or amendments made by the proper procedures provided these are made within the time allowed by the awarding bodies.

The Centre will pay for the November resits in GCSE English and Maths where students have not achieved the required grade four or above, providing that candidates meet the terms and conditions of entry.

11. Irregularities, Suspected Malpractice in Examinations and Assessments, and Conflicts of Interest

(See Appendix 4 – Malpractice Policy)

This Centre will follow and adhere to the JCQ or other exam board Suspected Malpractice in Examinations and Assessments Policies and Procedures. Full details contained in Appendix 4.

The Head of Centre ensures (as required by an awarding body) any cases of alleged, suspected or actual incidents of malpractice or maladministration before, during or after

examinations/assessments (by centre staff, candidates, invigilators) are investigated and reported to the awarding body immediately, by completing the appropriate documentation.

Managing behaviour in the exam room

Where a candidate is being disruptive, the invigilator must warn the candidate that he/she may be removed from the examination room. The candidate must also be warned that the awarding body will be informed and may decide to penalise them, which could include disqualification.

The invigilator must record what has happened in the exam room incident log book. All incidents or irregularities (for example but not limited to; late/very late arrival, suspected malpractice, candidate illness or needing to temporarily leave the exam room, disruption or disturbances in the exam room, emergency evacuation).

The head of centre, or exams officer/authorised members of staff, have the authority to remove a candidate from the examination room, but should only do so if the candidate would disrupt others by remaining in the room.

Students of Fullbrook/Internal candidates also adhere to the Fullbrook Conduct Policy (https://fullbrook.surrey.sch.uk/statutory-sen-information/)

Conflicts of Interest

The Centre will at all times adhere to JCQ and awarding body guidance for the monitoring and reporting of conflicts of interest. The Exams Officer collects and records all conflicts of interest on behalf of the Head of Centre and in line with the criteria specified in the JCQ General Regulations section 5.3(j).

For further information relating to Fullbrook's processes for collecting, recording, mitigating for and retaining conflicts of interest, refer to the 'Fullbrook Conflicts of Interest Policy', contained in appendix 12.

12. Managing Invigilators and Exam Days

Managing Invigilators

- The Examinations Officer is responsible for recruiting new invigilators and (with HR) for ensuring that they complete and provide the necessary documents for a Disclosure & Barring Service (DBS) application. The associated fee is paid by the Centre.
- All Invigilators will undertake regular training, including Safeguarding, which must be documented for JCQ inspection.
- Invigilators must work once every 12 weeks to maintain an active DBS with Fullbrook.

Exam Days

- The Examinations Officer will source all venues suitable for exams.
- Candidates requiring access arrangements will be roomed accordingly to the guidelines as set out by the JCQ.

- The Examinations Officer will inform the Premises team of venues required, dates and provide seating plans.
- Premises team is responsible for the setting up desks and chairs for exams.
- The Examinations Officer will make question papers, exam stationery and any other materials required available to the Invigilating team for distribution to candidates.
- All candidates are identified in accordance with JCQ regulations and following the process outlined below.
- The Examinations Officer will ensure there are sufficient trained invigilators to conform to JCQ regulations.
- Invigilators must complete and sign the "Second Pair of Eyes" check in accordance with the JCQ regulations, before opening exam packets.
- Senior members of centre staff approved by the HOC and who have not taught the subject being examined may be present at the start of the examination(s) in accordance with the JCQ 'The People Present in the Examination Room' documentation.
- All staff must declare any conflicts of interest prior to exam season(s) and sign a Conflict of Interest and Confidentiality declaration. Invigilators are also required to declare any conflicts of interest on the master seating plan for the exam.

<u>Identifying Candidates - Fullbrook Process for Identifying Candidates</u>

- Invigilators are informed and trained in the process of identifying candidates and must be able to verify the identity of all candidates sitting examinations
- SLT and/or pastoral team and Exams Officer are present during the process of admitting candidates to exam rooms and assist in verifying their identify
- Named photos of all internal candidates are held in the main exam room
- Candidate cards are on all exam desks (and match the seating plan) – all candidates must sit at their allocated desk
- F6 students must have their photo ID lanyards and display these clearly on their exam desk (photo side up)
- Private External Candidates – Photo ID is checked and displayed on desk
- Where it is impossible to verify the identity of a candidate due to the wearing of religious clothing such as a veil, the candidate will be taken to a private room by a member of staff of the same gender and politely asked to remove the religious clothing for identification purposes. Once identification has been established, the candidate should replace their religious clothing and proceed as normal to sit the examination.
- Invigilators are informed of all candidates with access arrangements and the nature of the arrangements. This is communicated by; annotations on seating plans, candidate cards, exam room paperwork, invigilator briefing

The JCQ Centre Inspection Service and awarding body representatives may visit centres during exams to carry out permitted inspections. In doing so, they are authorised to enter the exam room and question Centre staff and Invigilators on exam arrangements.

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13. Candidates and Candidates with Exam Clashes

Candidates

- Candidates are expected to comply with the Centre's rules regarding dress and behaviour.
- This Centre follows JCQ guidelines regarding conduct during exams. Candidates who are disruptive or commit other suspected malpractice may be subject to penalties or sanctions with the awarding bodies.
- The Centre will make JCQ documentation and information for candidates available on their website and remind candidates it is their responsibility to be familiar with, understand and adhere to the regulations, including malpractice.
- Candidates are responsible for bringing any equipment required to complete the exam. The Centre will only supply exam board materials.
- Candidates are not permitted to have on them any unauthorised items such as, but not limited to, calculator case and instructions leaflets, mobile phones, watches, smart glasses (or other smart devices), MP3/4 players or other internet enabled technology. Unauthorised items brought into the exam room must be handed in to an invigilator.
- Personal belongings remain the responsibility of candidates and the Centre accepts no liability for their loss or damage.
- Candidates are only permitted to leave exam room for genuine and necessary purposes and must be appropriately supervised at all times. Candidates who leave the exam room are not permitted to have contact with anyone outside of the exam room or have access to any unauthorised items. Early unauthorised leave may constitute malpractice.
- The candidate is responsible for ensuring they know which exams they have been entered for and when the exam is scheduled.
- Candidates who arrive late (or 'very late' as determined by the JCQ) for an exam will be handled in accordance with JCQ guidelines. Candidates will be allowed the full time for the exam. However, the awarding body has the right not to accept the script. In making their decision the awarding body will consider the extent to which the security of the exam can be guaranteed.
- Candidates who are absent from an exam due to illness will need to provide a doctor's note/letter and/or complete JCQ Form in line with the Special Consideration Policy in appendix 7.
- Candidates who are present for an exam/assessment but are disadvantaged for acceptable circumstances must make an invigilator in the exam room aware and/or inform the exams office, in line with the Special Consideration Policy in appendix 7.
- Private candidates must always sign in at Reception and be escorted whilst on the premises. External candidates must show valid photographic identification and display this on their exam desk.
- Fullbrook 6 candidates are required to display their F6 photo ID card on their exam desk for identification purposes.
- All candidates are informed of examination and NEA/coursework rules/regulations (JCQ and Fullbrook centre) and are expected to familiarise themselves with the regulations and to follow all rules and, the instructions of the teachers/invigilators at all times. Candidates are made aware that failure to follow the rules constitutes

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suspected malpractice, must be reported to the awarding body and may result in disqualification.

Candidates with Exam Clashes

The Examinations Officer is responsible for making arrangements for supervising candidates required to take an exam at a different time to other candidates. Candidates will be advised of the arrangements individually by the Examinations Office.

Where the length of clash exams (including extra time or permitted rest breaks) is 3 hours or less, exams take place in the timetabled session with a minimal supervised break between. Exams exceeding 3 hours may take place in a different session. The student remains under full supervision at all times and must follow the instructions given by the examinations office in relation to their exam clash(es) arrangements. In exceptional circumstances, this may include overnight supervision arrangements. The exams office will apply for special consideration for eligible students in line with JCQ regulations.

14. Non Examination Assessment, Coursework, Controlled Assessment,

Non-examination assessments measure subject-specific knowledge and skills that cannot be tested by timed written papers.

There are three assessment stages and rules which apply to each stage. These rules often vary across subjects. The stages are:

- Task Setting;
- Task Taking;
- Task Marking. (NEA, section 1)

The Fullbrook Non-Examination Assessment Policy can be view in full in appendix 5

The Fullbrook Internal Review of marking of centre marks for GCSE and GCSE non-examination assessments Policy can also be viewed in appendix 5

Coursework

- Candidates must complete coursework in accordance with the regulations determined by the JCQ as written in their 'Information for Candidates' documentation. All documentation is available on the exams page of the Fullbrook website and from the JCQ website.
- Candidates required to prepare coursework must do so by the deadline imposed by the subject teacher.
- Heads of Faculty/Department and Subject Leaders are responsible for ensuring coursework is completed according to exam board's instructions and JCQ regulations, including briefing their students about avoiding malpractice in NEA/coursework.
- Heads of Faculty/Department and Subject Leaders are responsible for ensuring that all candidates have read the JCQ document 'Information for Candidates – Non-

examination assessments', 'Information for Candidates – Coursework Assessments' and 'Information for Candidates – AI and assessments', and the Candidate Declaration prior to beginning their work.

- The Examinations Officer is responsible for forwarding to Heads of Faculty/Department any correspondence received from awarding bodies relating to coursework.
- Heads of Faculty/Department must follow the internal procedures for issuing marks to students and inform the Examinations Office of all key dates in the process within the required timeframe.
- Heads of Faculty/Department and Subject Leaders are responsible for communicating student deadlines for coursework/NEA and ensuring that candidates sign the declaration once they have completed their work and handed it in for final assessment.
- The Examinations Officer is responsible for communicating centre assessed marks to students and managing the process of internal reviews in accordance with the 'Review of Marking of centre assessed marks for GCE and GCSE Non-Examination Assessment Policy'.
- Heads of Faculty must provide copies of marks and mark schemes for all internally assessed work to the Examinations Officer.
- Heads of Faculty must ensure all marks are submitted to awarding bodies and NEA/coursework is uploaded/dispatched on time (and a record of posting obtained). A record must be kept of what is sent, when and by whom.
- Cases of suspected malpractice will be investigated by Heads of Faculty/Subject Leaders/Examinations Officer in accordance with JCQ regulations. (See Appendix 4.)

<u>Non -Examination Assessment</u>

Responsibilities

- Head of Centre, Examinations Officer, Head of Faculty and relevant teaching staff to be familiar with and adhere to JCQ Instructions for Conducting Non-Assessment Assessment and coursework.
- Candidates must complete non-examined assessment in accordance with the regulations determined by the JCQ as written in their 'Information for Candidates' documentation. All documentation is available on the exams page of the Fullbrook website and from the JCQ website.
- Heads of Faculty/Department and Subject Leaders are responsible for ensuring coursework is completed according to exam board's instructions and JCQ regulations, including briefing their students about avoiding malpractice in NEA/coursework.
- Subject leaders to obtain confidential tasks, and make arrangements for the security of non-examination assessment materials.
- Subject leaders to ensure they use the correct task for the year of submission.
- SENCO/Access Arrangements Coordinator to test and apply for EAA.

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- Subject leaders to supervise assessments using the correct Access Arrangements and at the specified level of control.
- Subject staff may supply general feedback and allow students to redraft work but may not supply model answers or answer frameworks.
- Subject staff to retain work securely between assessment sessions.
- Students and subject staff to read and understand declaration prior to starting assessment and complete the authentication declaration forms on completion of the assessment. Teaching staff responsible for marking and moderation of work must ensure that that candidates' work is authenticated.
- Subject staff to mark assessments using awarding body mark schemes. Annotation should be used to provide evidence to indicate how and why marks have been allocated.
- HOFs to ensure appropriate standardisation occurs.
- The Examinations Office will manage the communication of issuing marks to students in accordance with JCQ regulations and the 'Review of Marking for Non-Examination Assessment Policy'. When issuing centre assessed marks to students it is made clear that the external moderation process may result in changes to marks. The date for this will allow sufficient time for an internal review of marking, if requested, prior to submission of marks to the examination board.
- Subject staff to enter marks on awarding body exam sites in line with deadlines.
- Subject staff to submit samples where required by the exam boards in accordance with JCQ regulations and exam board guidance and in conjunction with the examinations office.
- The Centre adheres to the Non-Examination Assessment policy where internal assessment is the only valid means of assessing essential knowledge/ skills that cannot be tested by timed written papers.
- Teaching staff are aware of and meet the requirements in terms of retention of NEA/coursework and subsequent disposal of candidates' work.

Linked Policies: Non-Examination Assessment Policy (Appendix 5)

Review of Marking of centre assessed marks for GCE and GCSE Non-Examination Assessment Policy (Appendix 5)

Internal Appeals Procedure / Policy (Appendix 6)

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15. Results, Summer Season Results, Post Results - Enquiries about Results (EAR), Access to Scripts (ATS) and Appeals

Results

The Examinations Officer is responsible for:

- Informing candidates of the Centre's procedure for issuing results for each examination series.
- Ensuring Centre receives results on scheduled day. There will be an early results embargo on all staff except for Examinations Officer, Head of Centre (and SLT with examinations responsibility), Data Manager and IT Network.
- Reviewing results for completeness and preparing for distribution to appointed Centre staff and candidates.
- Investigating any issues relating to results.

Exam candidates will be informed in writing in advance of the arrangements for results days.

Enquiries about Results (EAR)

A number of EARs services are available. It is the responsibility of the Examinations Officer to inform Centre staff and candidates what services are available and their associated deadlines and cost. The JCQ post-results services currently available are detailed below.

Reviews of Results (RoRs):

- Service 1 (Clerical re-check)
  - This is the only service that can be requested for objective tests (multiple choice tests)
- Service 2 (Review of marking)
- Priority Service 2 (Review of marking)
  - This service is only available for externally assessed components of GCE A-level specifications (an individual awarding body may also offer this priority service for other qualifications). For use where a university/college place is pending.
- Service 3 (Review of moderation)
  - This service is not available to an individual candidate

Access to Scripts (ATS):

- Copies of scripts to support reviews of marking
- Copies of scripts to support teaching and learning

- Centre staff or candidates may request EAR if there are reasonable grounds for believing there has been an error in marking. Candidate authorisation (and signature) is required four all EARs. A request for EAR must be immediately passed to the Examinations Officer in accordance with internal deadlines and the deadlines published by the JCQ.
- Candidates seeking an EAR must request this in writing (using the appropriate form) and provide the full cost of the service to the Centre before the Centre can process the request with the relevant awarding body.

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- Candidates will be informed should the centre not support their request for a review or other EAR service. In this instance, candidates may follow the Internal Appeals Procedure.
- Before an individual EAR is submitted to the awarding body, the candidate must provide written authorisation to request the review as grades can be affected and adjusted upwards or downwards. Where marks/grades are changed during an EAR, the original mark/grade cannot be reinstated. Candidates must accept the EAR outcome.
- Signatures are not required for a full cohort controlled assessment review of marking.
- The result of an EAR is communicated by the awarding body to the Centre and the Centre will inform the candidate.
- Candidates will be informed about the appeals processes for the specific exam board at the point of issuing EAR outcomes.
- All changes to results will be reflected on the various school systems.

Access to Scripts (ATS)

- Staff and candidates are able to request access to scripts – either online or a photocopy or an original. All requests require the student's written consent and must be made by the Examinations Office.
- The candidate will be liable for any charges for ATS if teaching staff do not have a need for the script to be returned.
- Centre staff may request scripts for teaching purposes. The candidate must provide written consent. Personal details must be removed before the script may be used. The cost for ATS for teaching and learning purposes will be passed to the requesting Faculty.
- Scripts which are subject to an EAR may not be sent to the Centre until after the enquiry is complete.
- Scripts, no longer required by the Centre, must be destroyed securely.
- If a candidate has requested the return of an original script a review of marking cannot be made.

Appeals against RoR Outcomes and the Internal Appeals Procedures

The full Internal Appeals Procedure and Policy is contained in Appendix 6.

This procedure should be used for appeals against the centre's decision not to support a clerical re-check, review of marking, review of moderation or an appeal.

If the centre or a candidate (or his/her parent/carer) has a concern and believes a result may not be accurate, post-results services may be considered.

In the first instance following the issue of results, candidates should follow the procedures outlined for Enquiries about Results (EAR) and post-results services using the appropriate form(s) for EAR requests. Full details of these services, internal deadlines for requesting a service and fees charged are provided by the exams office for each exam series. Candidates are informed of the arrangements for post-results services and the availability of senior members of centre staff prior to the publication of results.

Fullbrook will consider each request for EAR individually based on (but not limited to); the marks awarded for each component part of the qualification alongside any mark schemes, relevant result reports, grade boundary information, exam scripts and correct application of the mark scheme, to determine if the centre supports any concerns. In cases where the centre do not believe that there are grounds for EAR, candidates will be informed.

Where a candidate disagrees with a centre decision not to support a request for EAR (clerical re-check, a review of marking or a review of moderation), the centre will:

- For a review of marking (RoR priority service 2), advise the candidate he/she may request the review by providing informed written consent completing the relevant form (and the required fee) for this service to the centre by the deadline set by the centre.
- For a review of marking (RoR service 1 or 2), first advise the candidate to access a copy of his/her script (where this will not prohibit the subsequent request for RoR) to support a review of marking by providing written permission for the centre to access the script by completing the relevant form (and any required fee for this service) for the centre to submit this request.
- After accessing the script to consider the marking, inform the candidate that if a request for a review of marking (RoR service 1 or 2) is required, this must be submitted by the deadline set by the centre by providing informed written consent using the relevant form (and the required fee for this service) for the centre to submit this request.
- Inform the candidate that a review of moderation (RoR service 3) cannot be requested for the work of an individual candidate or the work of a candidate not in the original sample.

If the candidate (or his/her parent/carer) believes there are grounds to appeal against the centre's decision not to support a review of results, an internal appeal can be submitted to the centre by completing the internal appeals form at least 7 calendar days prior to the internal deadline for submitting a request for a review of results/marks.
The appellant will be informed of the outcome of his/her internal appeal before the internal deadline for submitting a RoR.

Following the RoR outcome, an external appeals process is available if the head of centre remains dissatisfied with the outcome and believes there are grounds for appeal. The JCQ publications Post-Results Services and JCQ Appeals Booklet (A guide to the awarding bodies' appeals processes) will be consulted to determine the acceptable grounds for a preliminary appeal.

Where the head of centre is satisfied after receiving the RoR outcome, but the candidate (or his/her parent/carer) believes there are grounds for a preliminary appeal to the awarding body, a further internal appeal may be made to the head of centre. Following this, the head of centre's decision as to whether to proceed with a preliminary appeal will be based upon the acceptable grounds as detailed in the JCQ Appeals Booklet. Candidates or parents/carers are not permitted to make direct representations to an awarding body.

The internal appeals form should be completed and submitted to the centre within 7 calendar days of the notification of the outcome of the RoR. Subject to the head of centre's decision, this will allow the centre to process the preliminary appeal and submit to the awarding body within the required 30

calendar days of receiving the outcome of the review of results process. Awarding body fees which may be charged for the preliminary appeal must be paid to the centre by the appellant before the preliminary appeal is submitted to the awarding body (fees are available from the exams officer). If the appeal is upheld by the awarding body, this fee will be refunded by the awarding body and repaid to the appellant by the centre.

16. Security of Exam Materials

Full details are contained in Appendix 1

17. Certificates

- Candidates are informed that all results are provisional until the issue of certificates, which are the only proof of final grades.
- For the summer series, certificates are dispatched by awarding bodies to arrive at the Centre by mid- November, for distribution from end of November and December.
- For students returning to Fullbrook, certificates will be available during a collection window from the F6 building. Appointments may be necessary and students should check the exams page of the school website for full details. A signature of receipt will be required.
- Ex-students will be able to collect examination certificates during a designated collection period. The Examinations Office will publish full details on the exams page of the school website. Candidates will be asked for proof of identify before certificates will be released. Alternatively, candidates can nominate another individual to collect on their behalf, again proof of identify will be required. If students would like certificates posted, a fee is payable for these to be by a tracked postal service – loss of certificates through post is at the candidate's own risk. All requests for alternative arrangements for certificates should be communicated to the Examinations Office in advance and using the appropriate form.
- For Autumn and Winter exam series, candidates will be informed by email when their certificates are ready, together with arrangements for collection. Internal candidates may also choose for the exams office to retain their certificates until the end of year 11 or 13 so they may collect them with their other summer series certificates from the December of that year.
- Certificates issued before the result of an EAR requiring re-issue, due to a change in grade, will be replaced without charge by awarding body. The original certificate will need to be returned to the Examinations Office for forwarding.
- Lost certificates will only be replaced if the candidate agrees to pay the cost incurred. It is the candidate's responsibility to initiate replacement certificates directly with the exam boards. Some exam boards do not issue replacements and may only be able to provide a Certifying Statement of Results. Where it is proven the Centre has mislaid a certificate, the Centre will be liable for the cost.
- In the case of lost certificates (within 5 years of examination date) the Examinations Office can provide a letter confirming exam boards and grades which may be acceptable to employers and most further education establishments.

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- The Centre must retain any uncollected certificates for one year after which they may be securely destroyed.

18. Emergency Planning

Emergencies during the Exam

- In the event of an emergency during an exam requiring candidates to leave the exam room e.g. a fire alarm, candidates should follow the instructions of the invigilating team.
- Invigilators are responsible for leading candidates out of the building to the designated assembly point. Exam materials and personal belongings must be left in the exam room.
- The lead invigilator must take with them the exam room register so it is known which students are present.
- Candidates must remain under exam conditions and invigilators must supervise candidates as closely as possible to prevent any discussion about the exam.
- Candidates who fail to follow instructions of invigilators may not be allowed to complete the exam or may have subsequent work disregarded.
- Invigilators must record time of the incident and its duration. Candidates are allowed the full working time set for the exam.
- When permitted back into the building invigilators are required to settle candidates as quickly as possible and restart the exam in accordance with JCQ regulations.
- The Examinations Officer prepares a full report of incident and action taken. This is retained on file and will only be disposed of after all EAR are completed. Where applicable the Examinations Officer will apply for special consideration.
- Where an exam cannot continue due to a major incident the Centre's Examinations Contingency Plan will be followed.

Major Incidents affecting Exams

In the event of an incident, whether limited to the Centre or not, e.g. a viral outbreak within the Centre or a pandemic outbreak, the Centre will follow guidance provided by the Department for Education (DfE) together with relevant JCQ and Centre Policies. The JCQ have a designated summer exam contingency day.

This policy will be reviewed annually. Date of next review October 2027.

Linked Policy: Emergency Evacuation Policy – Exams (Appendix 8)

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Appendix 1: Exam Paper Security and Secure Electronic Materials

The centre takes all reasonable steps to maintain the integrity of the examinations/assessments, including the security of all assessment materials (and electronic materials), by ensuring:

- Confidential materials are only handed over to those authorised by the head of centre.
- Access to the secure room and secure storage facility is restricted to the authorised two to six secure keyholders as identified on the annual NCN. Any other staff requiring access to the secure room and/or store as part of the administration of exams are approved by the head of centre and, are accompanied by a keyholder at all times.
- The examinations office has a process in place and maintains records to demonstrate the receipt, secure movement and secure storage of confidential exam materials within the centre and electronically.
- The integrity and security of any electronic question paper or other secure electronic material is maintained during the downloading, printing and collating process (ensuring printing is carried out in an area that can be controlled to prevent unauthorised personnel accessing live assessment materials and ensuring only authorised members of centre staff have access to electronic question papers. Two to six members of approved centre staff are authorised to access and handle electronic secure materials and do so in accordance with the JCQ regulations contained within section 4.1 – 4.21 of Instructions for Conducting Examinations).
- At point of delivery, envelopes and parcels are signed for by Reception staff who enter details in the tracking book. Reception alert Examination Office (and contact Premises for larger deliveries) to arrange transport to the secure area. A second signature is required.
- Teaching staff and assessors adhere to the process to record the secure movement of confidential materials taken from or returned to secure storage throughout the time the material is confidential.
- The Examination Office is the Centre's secure area. There are solid bars on the window and an alarm system. It has a solid door with a mortice lock. Keys will be stored in a key safe when not in active use by the examinations staff. Only authorised secure key holders can access the key safe.
- The only work that may be carried out in the Examinations Office relates to examinations.
- Contents of boxes are checked against the awarding body dispatch advice, and the centre's timetable of entries, and a record log kept. Where this check cannot happen as soon as possible on the date of receipt, the materials (in original dispatch packaging) are immediately stored in the secure store until they can be checked. The checking process occurs no later than the next working day. Question paper packets are stored in date/session order inside barred and locked cabinets which are bolted to the walls at the rear of the Examinations Office.

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- Only live question papers and completed scripts awaiting despatch are stored in these secure cabinets. Past examination question papers, internal tests and mock examinations are not kept in the centre's secure storage cabinets.
- PPE, mock examination and internal assessment papers are kept in the secure room (exams office) but not in the secure store cabinets.
- Examination stationery, e.g. answer booklets and formula booklets are stored in the secure room.
- Secure materials may only be removed from secure storage in line with JCQ regulations. A "second pair of eyes" is needed to check exam details, date and time before question paper packets are opened. Two signatures are required.
- Packaged scripts are recorded in the Examinations Despatch Log held secure store until collection.
- Any incident which may compromise the security of examination materials must be immediately reported to the relevant awarding body.

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Appendix 2: Fullbrook Exams Contingency Plan 2026-2027

Aims of the Fullbrook Contingency Plan

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

Alongside internal processes, this plan is informed by the **Ofqual** Exam system contingency plan: England, Wales and Northern Ireland which provides guidance in the publication What schools and colleges and other centres should do if exams or other assessments are seriously disrupted and the **JCQ** Joint Contingency Plan in the event of widespread disruption to the Examination System in England, Wales and Northern Ireland.

This plan also confirms Fullbrook is compliant with the JCQ regulation (section 5.3, General Regulations for Approved Centres 2026-27) that the centre has in place a written examination contingency plan which covers all aspects of examination administration. This will allow members of the senior leadership team to act immediately in the event of an emergency or staff absence. The examination contingency plan reinforces procedures in the event of the centre being unavailable for examinations, or on results day, owing to an unforeseen emergency. The Contingency Plan is designed to ensure a consistent and effective response in the event of major disruption to the examination system affecting significant numbers of candidates across several awarding organisations.

The plan will be implemented in the event of major disruption to the system, such as but not limited to; widespread illness, travel disruption, bad weather, power failures or circumstances being faced, for example the police, Environment Agency or Health Protection Agency.

The priority when implementing contingencies will be to:

- deliver exams/assessments to published timetables
- make entries to published deadlines
- deliver results to published timetables
- comply with JCQ and awarding body regulatory requirements

In the event of major disruption, communication is a key factor in ensuring an effective and consistent response across the parties involved. This includes communications between the awarding bodies and stakeholders such as candidates, parents/carers, and possibly the public.

When producing the exams contingency plan the following guidance has been taken into consideration:

- Exam system contingency plan from the Department for Education in England, Ofqual and the JCQ
- Emergency planning and response from the Department for Education in England
- Opening and closing local-authority-maintained schools from the Department for Education in England

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- Procedures for handling bomb threats from Protect UK and the National Counter Terrorism Policing and ACT (Action Counters Terrorism) https://www.counterterrorism.police.uk/

https://www.jcq.org.uk/exams-office/general-regulations/preparing-for-disruption-to-exams/

https://www.gov.uk/government/publications/exam-system-contingency-plan-england-wales-and-northern-ireland

The regulators, Ofqual in England, will share timely and accurate information, as required, with awarding organisations, government departments and other stakeholders.

The Department for Education in England, will inform the relevant government ministers as soon as it becomes apparent that there will be significant local or national disruption; and ensure that they are kept updated until the matter is resolved.

Awarding organisations will alert the Universities and Colleges Admissions Service (UCAS) and the Central Applications Office (CAO) about any impact of the disruption on their deadlines and liaise regarding student progression to further and higher education.

Awarding organisations will alert relevant professional bodies or employer groups if the impact of disruption particularly affects them.

GOV.UK

Emergency planning and response: Severe weather; Exam disruption
www.gov.uk/guidance/emergencies-and-severe-weather-schools-and-early-years-settings

Opening and closing local-authority-maintained schools www.gov.uk/government/publications/school-organisation-maintained-schools

Dispatch of exam scripts guide: Ensuring the service runs smoothly; Contingency planning
https://www.gov.uk/government/publications/dispatch-of-exam-scripts-yellow-label-service

Disruption of teaching time – centres are closed for an extended period

Criteria for the implementation of the plan

- Fullbrook is closed or candidates are unable to attend for an extended period during normal teaching or study supported time, interrupting the provision of normal teaching and learning. Guidance on emergency planning, with advice is available on the Department for Education website

Actions

- Where Fullbrook has to close and this is known in advance, teachers will set work for completion during the closure.
- Where Fullbrook has to close and this is not known in advance, students may be prepared for examinations through the remote learning platforms, website and

email. For those families without internet connection, teachers will set work which will be sent home via Reprographics and Reception. Parent/carer will return work to Reception for distribution to teachers so assessment can continue as usual.

Centres are unable to open as normal during examination periods

Criteria for implementation of the plan

- Fullbrook unable to open as normal for scheduled examinations. The responsibility for deciding whether it is safe for a centre to open lies with the head of centre. The head is responsible for taking advice, or following instructions from relevant local or national agencies in deciding whether they are able to open.
- A centre which is unable to open as normal for examinations must inform each awarding organisation with which examinations are due to be taken as soon as is possible.

Actions

- Fullbrook to open for examinations and examination candidates only, if possible.
- Fullbrook to use alternative venues in agreement with relevant awarding organisations.
- In the event of centre closure(s) Fullbrook will use alternative sites within the Learning Partners academy trust (Kings College, George Abbot, Glebelands, Guildford County). Arrangements will be made directly with individual schools within the MAT and the Estates Team.
- Examinations Officer will use the Central Admin Portal (CAP) for Alternative Site Arrangements.
- Examination Office to apply to awarding organisations for Special Consideration for candidates where they have met the minimum requirements.

Candidates unable to take examinations because of a crisis - centres remain open

Criteria for implementation of the plan

- Candidates are unable to attend examination centres to take examinations as normal.

Actions

- Fullbrook to liaise with candidates to identify whether the examination can be sat at an alternative venue in agreement with the relevant awarding organisations and JCQ guidance on alternative site arrangements.
- Examinations Officer to apply to awarding organisations for Special Consideration for candidates where they have met the minimum requirements. Candidates are only eligible for special consideration if they have been fully prepared and have

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covered the whole course but are affected by adverse circumstances beyond their control. If a candidate chooses not to sit an examination for other reasons they should be aware that special consideration rules will not apply.

Extended absence of Examinations Officer during the planning stage

Criteria for the implementation of the plan

- Annual data collection exercise not undertaken to collate information on qualifications and awarding body specifications being delivered.
- Exam key dates not produced identifying essential key tasks, dates and deadlines for input into Curriculum plans.

Actions

- Exams Assistant or, in their absence, Lead Invigilator(s) act as Assistant Examinations Officer with support from Senior Leadership Team (SLT).
- HOF to collate data (course specifications, QANs, discount codes) and Data Manager to implement changes on SIMs prior to census.

Extended absence of Examinations Officer during the entry stage

Criteria for the implementation of the plan

- Exam basedata not imported into Exams Organiser.
- Awarding bodies not receiving estimated entries which trigger pre-release material.
- Awarding body deadlines missed incurring penalty fees.
- Candidates not being entered with awarding bodies for external exams, assessments and coursework/NEA.
- Incorrect personal data for examination candidates, incorrect tiers of entry or missing entries.

Actions

- Exams Assistant or, in their absence, Lead Invigilator(s) act as Assistant Examinations Officer with support from SLT.
- Data Manager or Network Office to implement download.
- Examinations Officer to have remote access to SIMs/Bromcom and A2C for file transfers.
- Tutors to ensure candidate personal data is accurate.
- SLT liaise with Examinations Officers within Learning Partners.
- HOF or Subject Leader to make entries via individual awarding body sites.

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Extended absence of Examinations Officer during the pre-exam stage

Criteria for the implementation of the plan

- Sufficient invigilators not recruited and trained.
- Exam timetables, room allocation, seating plans and invigilation schedules not prepared.
- Examination material not stored under secure conditions.
- Candidates not informed of centre assessed marks according to JCQ process.
- Internal assessment marks and samples not submitted to awarding bodies and moderators.
- Insufficient quiet exam rooms or exam equipment (desks, chairs, clocks, notices).
- Candidates not briefed on exam timetables, statements of entry and awarding body/JCQ information for candidates.

Actions

- Exams Assistant or, in their absence, Lead Invigilator(s) act as Assistant Examinations Officer with support from SLT.
- SLT to liaise with Examinations Officers from Learning Partners
- HOFs to make entries via awarding body websites.
- HOFs to inform candidates of centre assessed marks in line with JCQ regulations.
- HOYs to brief candidates.
- LSAs and other available support staff to undertake invigilation training in the event of shortfall of invigilators.

Extended absence of Examinations Officer during exam time

Criteria for the implementation of the plan

- Processes for secure materials not carried out according to regulations.
- Exams and assessments not undertaken according to JCQ regulations. JCQ inspection will reveal inadequacies and may remove centre status.
- Exam Access Arrangements incorrectly implemented.
- Required forms and reports not completed (very late arrivals, suspected malpractice, special consideration)

Actions

- Exams Assistant or, in their absence, Lead Invigilator(s) act as Assistant Examinations Officer with support from SLT.
- SENCO to oversee implementation of Access Arrangements during written or online exams

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Extended absence of Examinations Officer during the results and post-results stage

Criteria for the implementation of the plan

- Access to results and subsequent distribution to students.
- Facilitation of post-results services.
- Certificates not checked, recorded, distributed or made available for collection.

Actions

- Exams Assistant or, in their absence, Lead Invigilator(s) act as Assistant Examinations Officer with support from SLT.
- Network Office and Data Manager to download results.
- HOYs or tutors to arrange distribution of results to students where required.
- Once student's permission is given, HOFs to apply for and distribute post-results outcomes, where required.

Absence of Examinations Officer for other exams and results enquiries

Criteria for the implementation of the plan

- Year 7 baseline tests outstanding.
- Year 7-13 PPEs/mocks/assessments outstanding.
- On-demand and online vocational tests outstanding.
- Ex-students have mislaid results needed for further education or employment.

Actions

- Exams Assistant or, in their absence, Lead Invigilator(s) act as Assistant Examinations Officer with support from SLT.
- HOYs to plan and organise all aspects of internal exams.
- Vocational qualification teams to enter and run vocational –on demand/online tests.
- Head of Year 11 or Fullbrook 6 to write letter confirming results.

Absence of SENCO at key points in the exam cycle

Criteria for the implementation of the plan

- Candidates not assessed to identify potential access arrangements.
- Evidence of need/normal way of working not collated.
- Approval of Access Arrangements not applied for to the awarding body.
- Modified paper requirements not identified to enable ordering to meet external deadlines.

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- Insufficient records to satisfy awarding body requirements.
- SEN staff providing support to Access Arrangement candidates not arranged for exam rooms.

Actions

- Teachers, Learning Support and Exams Office to work with SLT to identify students where Access Arrangement applications may be required.
- Testing to be done by outside agency or another SENCO from the MAT.
- Invigilators trained to provide support.
- Access Arrangement paperwork subject to awarding body inspection.

Lack of appropriately trained or insufficient Invigilators

Criteria for the implementation of the plan

- Failure to recruit and train sufficient invigilators to conduct exams.
- Invigilator shortage on peak exam days.
- Invigilators absence on day of exam.
- DBS invalid/ out of date.

Actions

- Examinations Officer will review staffing prior to each exam session to ensure sufficient staff are recruited and trained. There should be at least one spare invigilator on peak exam days to act as a rover.
- LSAs, support staff, cover supervisors and teaching staff may be required to supplement invigilation team at short notice. Where required, staff should be released from their normal duties to assessment with agreement from SLT/HoFs.
- Training is usually by the Exams Office or delivered remotely online. There are paid courses if necessary. Invigilators receive thorough training and a record kept of the times they have worked.
- HR and Finance maintain records for DBS and hours worked.

Lack of appropriate exam rooms

Criteria for implementation of the plan

- Exams Office only to be used by Exams Staff.
- Exams Office does not have appropriate level of security.
- Exams Office unable to identify sufficient/appropriate rooms during exam timetable planning.
- Insufficient venues on peak days.
- Main exam room unavailable due to an unexpected incident at exam time.

Actions

- Confidential storage system is maintained subject to JCQ inspection.

- Exams Officer will organise rooming for examinations ensuring sufficient time is available to identify appropriate rooms and plan accordingly.
- In the event of a room being unavailable at very short notice, sufficient invigilation or cover staff will be made available to ensure the security of the examination is not compromised whilst alternative rooming is organised. SLT will work with the Exams Officer at all times during such emergencies.

Lack of/insufficient appropriate exam equipment

Criteria for implementation of the plan

- Insufficient exam desks and chairs for candidates.
- Insufficient working clocks for the number of exam rooms.
- Insufficient awarding body notices for exam rooms.
- Insufficient Word to Word dictionaries in languages identified by SENCO.
- Insufficient exam ready word processors (wp) available.
- Insufficient/ inadequate sound system for language oral or music exams.

Actions

- Premises to supply desk/chair numbers and reorder if necessary.
- Exams Office staff to replace batteries/ clocks/reorder sufficient clocks for each exam room.
- Invigilators to have more notices copied.
- Missing or faulty equipment warrant Special Consideration application.
- Network and/or Music Department to check sound equipment in full working order prior to exams.

Failure of IT Systems/Cyber Attack

Criteria for implementation of the plan

- A2C secure access keys not updated/unavailable.
- MIS system failure at final entry deadline.
- MIS system failure during exams preparation.
- MIS system failure at results release time.
- MIS system failure during on-line tests or exams.
- MIS failure due to Cyber attack
- Failure of computers/laptops during on-screen exams.

Actions

- Network Office to check A2C access key status, particularly at start of each exam entry and result session.
- Examinations Officer and team will be flexible in working patterns to ensure exam preparation is complete.

- Exams entries made before awarding body entry deadline.
- Exams Officer (in consultation with SLT and Learning Partners IT Manager) will decide the best and most effective course of action and process to ensure entries are made on time – this may be making entries from another Learning Partners centre where required.
- Results may also be accessed directly from Awarding Bodies if required.
- Reschedule on-line/on-screen tests if possible.
- Seek awarding body advice. Exams Officer will at all times during the system failure liaise with the Awarding Bodies to minimise disruption and costs incurred.
- Learning Partners IT Manager to ensure the school's ICT systems are secure and protected against viruses and malware.
- Learning Partners IT Manager to ensure there are blocks to potentially dangerous sites, and where possible, preventing the downloading of potentially dangerous files.
- School's network is protected by anti-virus software and the anti-virus solution is configured so updates will occur when an Internet connection is available.
- Make awarding bodies aware of a possible Centre cyber attack.
- Implementation of Cyber Security plan.

Absence or Insufficient Network Staff

Criteria for implementation of the plan

- Inability to maintain hardware or software adequately.
- Inability to run/support on-line tests or exams.

Actions

- Recruit more IT staff.
- Reschedule on-line tests/exams if possible.
- Use IT teachers.
- Seek awarding body advice.

Absence or Insufficient Premises Staff

Criteria for implementation of the plan

- Exam desks/chairs not set out in the Sports Hall and other exam rooms.
- Exam desks/chairs not cleared from Sports Hall at end of day.
- Exam room lighting/heating inadequate.

Actions

- Sports Hall set up for exams for critical period and Sports Hall fitness sessions cancelled for the public.
- Desks/chairs to be cleared at the end of the day by Sports Hall staff.

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- Check lighting/heating is working, particularly for winter exams.
- Move exam location where possible.
- Deploy portable heaters.

Absence of Data Manager

Criteria for implementation of the plan

- Year 9 cohort do not have ULNs.
- Census incorrect.
- Entry/ Results files not sent to DfE.

Actions

- Utilise Trust data staff with support from SLT.
- Exam Officer to create ULNs.
- Network Office to create and add to MIS.
- Network Office to download and send to appropriate agencies.

Absence of Head of Centre or member of SLT with oversight of examinations administration

Criteria for implementation of the plan

- Head of Centre or the member of the SLT with responsibility for examinations are absent during any key part of the examination cycle.

Actions

- Another member of SLT must be appointed and identified prior to going into any examination series, to ensure that the Examinations Officer is provided with guidance and support in such absences.
- A written escalation process is in place should the head of centre (HoC), or member of the senior leadership team (SLT) with oversight of exam administration, be absent. This can be viewed in Appendix 9.

Disruption in the distribution of examination papers

Criteria for implementation of the plan

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

Actions

- Awarding bodies to reprint question papers and/or source alternative couriers for delivery of hardcopies.

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- Awarding bodies to provide centres with electronic access to examination papers via a secure external network. Awarding organisations to fax examination papers to centres if electronic transfer is not possible. The Examinations Office would need to ensure that copies are received, made and stored under secure conditions. Should photocopying of the question paper be necessary, staff involved will be warned of the necessity of keeping the contents secure and fully trained, overseen by the Exams Officer.

Disruption to the transportation of completed examination scripts

Criteria for implementation of the plan

- Delay in normal collection arrangements for completed examination scripts.

Actions

- Examinations Officer to seek advice from awarding organisations and Parcel Force (Yellow Label Service) regarding collection.
- Completed examination scripts must be kept in the secure exams store safe until collection.
- In the event of the last exam prior to half term, the Examinations Office may take the completed scripts to an examination approved Parcel Force depot or return to secure storage facility (informing relevant awarding bodies).

Assessment evidence is not available to be marked or lost prior to sampling

Criteria for implementation of the plan

- Large scale damage to or destruction of completed examination scripts/assessment evidence before it can be marked.
- Loss of individual assessment evidence after marking.

Actions

- Awarding organisations to generate candidate marks for affected assessments based on other appropriate evidence of candidate achievement as defined by the awarding organisations in consultation with the regulators.
- Teacher to complete JCQ Lost Coursework Form for individual cases.

Awarding organisations unable to issue accurate results

Criteria for implementation of plan

- System error/failure or attack on systems means significant numbers of results cannot be validated as accurate or are issued and found to be inaccurate.

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Actions

- Candidates, centres and stakeholders to be informed of any incorrect results.
- e-validation of results from awarding bodies.
- Awarding organisations to re-issue results, via alternative format if necessary.

Centres are unable to distribute results as normal

Criteria for implementation of plan

- Fullbrook is unable to access awarding body results due to system failure or manage the face to face distribution/email of results to candidates.

Actions

- Network Office to carry out any system upgrades well before Results days.
- Examination Office to make arrangements to access results at a Learning Partners alternative site.
- Network Office to have ability to send candidates' results securely. Exams Office to organise sending results electronically. Candidates advised that hard copies will be posted.

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Appendix 3 – Word Processor Policy

Fullbrook Statement for the use of a word processor during examinations - Policy 2026-2027

October 2026
Governors' Committee Responsible: Culture and Safeguarding Committee
Governor Lead: Ms A Merritt
Nominated Lead Member of Staff: Ms K Bent
Status & Review Cycle: Statutory Annual
Next Review Date: October 2027

This policy is reviewed annually to ensure compliance with current regulations and guidance of the Joint Council for Qualifications (JCQ)

Fullbrook values good handwriting and imposes high standards on presentation of work, and expects that most students will handwrite in examinations. However, there are exceptional circumstances, as identified by Fullbrook, where students may benefit from using a word processor and in these cases we will allow use of a word processor for class tasks, for homework, and for internal and public examinations.

Students with access to word processors in examinations are allowed to do so in order that barriers to assessment are removed for disabled candidates, preventing them from being placed at a substantial disadvantage as a consequence of persistent and significant difficulties.

Fullbrook will allow students to use word processors in examinations when they meet at least one of the following criteria:

- The student has a specific learning difficulty/disability (such as dyslexia, dyspraxia, ASD) and the use of a word processor is both appropriate to their needs and reflects their normal way of working
- The student has a physical difficulty/medical condition such (such as hypermobility/juvenile arthritis) and the use of a word processor is both appropriate to their needs and reflects their normal way of working
- The student has a sensory impairment (such as vision or hearing impairment) and the use of a word processor is both appropriate to their needs and reflects their normal way of working
- The student has very poor handwriting and would lose marks due to the examiner finding his/her answers illegible
- The student's quality of language <u>significantly</u> improves as a result of using a word processor due to problems with planning and organisation when writing by hand

This use of a word processor also extends to the use of electronic tablets.

Students permitted to use word processors in public examinations must have been using a word processor as their normal way of working for classes, homework, internal tests and

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internal examinations. Students are asked to provide at least one sample piece of word processed work from every subject for which they wish to use a word processor for examinations.

It is not school policy to provide a word processor for a student solely on the basis that they prefer to type or that they can work faster on a keyboard because they use a laptop at home.

A student may also use a word processor on a temporary basis as a consequence of a temporary injury.

Students who have permission to use a word processor in class are able to borrow a laptop from the SEND Department if one is not available in the curriculum area.

Fullbrook will provide word processors with spelling and grammar checkers and predictive text facility removed for use in internal examinations and public examinations. These word processors are not able to connect to the internet. However, in very rare and exceptional circumstances, as set out in the JCQ regulations, where a student meets the criteria for a scribe, a student may have the spelling and grammar check enabled for examinations. Where this occurs, students are informed that they will not have access to marks awarded for spelling, grammar and punctuation unless these are dictated to an invigilator who is acting in the capacity of a scribe.

The need for the use of a word processor is considered on a subject by subject basis. Students who have permission to use a word processor in examinations do not have to use it in all examinations, e.g. they may opt to use it in subjects with extended writing demands only. The provision will be agreed with the SENCO during PPE/mock/practice examinations.

Students may use their answer booklet in addition to the word processor if they wish to do so. For example, a student may type certain questions and handwrite shorter answers.

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

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Appendix 4 – Fullbrook Malpractice Policy 2026 – 2027

Fullbrook adheres to and, manages any malpractice in accordance with all JCQ regulations and with particular reference to the JCQ documents below;

https://www.jcq.org.uk/exams-office/malpractice/

Suspected Malpractice: Policies and Procedures - https://www.jcq.org.uk/wp-content/uploads/sites/2/2026/09/Malpractice-September-2026.pdf.pdf

AI Use in Assessments: Your role in protecting the integrity of qualifications - https://www.jcq.org.uk/knowledge-hub/ai-use-in-assessments-your-role-in-protecting-the-integrity-of-qualifications/

The Information for Candidates documents - https://www.jcq.org.uk/exams-office/information-for-candidates/

Reference in the policy to GR and SMPP relate to relevant sections of the current JCQ publications General Regulations for Approved Centres (https://www.jcq.org.uk/exams-office/general-regulations/) and Suspected Malpractice: Policies and Procedures.

Purpose of the policy

To confirm Fullbrook:

Has in place for inspection that must be reviewed and updated annually, a written malpractice policy which covers all qualifications delivered by the centre with reference to the JCQ document *Suspected Malpractice Policies and Procedures*

The policy **must** detail how candidates are informed and advised to avoid committing malpractice in examinations/assessments, how suspected malpractice issues should be escalated within the centre and reported to the relevant awarding body. It **must** also acknowledge the use of AI (e.g. what AI is, when it may be used and how it should be acknowledged, the risks of using AI, what AI misuse is and how this will be treated as malpractice). (GR 5.3)

Introduction

What is malpractice and maladministration?

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

- a breach of the Regulations
- a breach of awarding body requirements regarding how a qualification should be delivered
- a failure to follow established procedures in relation to a qualification which:

- gives rise to prejudice to candidates
- compromises public confidence in qualifications
- compromises, attempts to compromise or may compromise the process of assessment, the integrity of any qualification or the validity of a result or certificate
- damages the authority, reputation or credibility of any awarding body or centre or any officer, employee or agent of any awarding body or centre (SMPP 1)

Candidate malpractice

'Candidate malpractice' means malpractice by a candidate in connection with any examination or assessment, including the preparation and authentication of any controlled assessments, coursework or non-examination assessments, the presentation of any practical work, the compilation of portfolios of assessment evidence and the completion of any examination. (SMPP 2)

Centre Malpractice

'Centre malpractice' normally involves malpractice where there is an element of systemic failure, a breach in policies or widespread malpractice such that a centre-level sanction is appropriate. (SMPP 2)

Centre staff malpractice

'Centre staff malpractice' means malpractice committed by:

- a member of staff, contractor (whether employed under a contract of employment or a contract for services) or a volunteer at a centre; or
- an individual appointed in another capacity by a centre such as an Invigilator, a Communication Professional, a Language Modifier, a practical assistant, a prompter, a reader or a scribe (SMPP 2)

Suspected malpractice

For the purposes of this document, suspected malpractice means all alleged or suspected incidents of malpractice (regardless of how the incident might be categorised, as described in SMPP, section 1.9). (SMPP 2.6)

It is referred to as suspected malpractice as although Fullbrook must report any incident or irregularity which may constitute malpractice, it is the awarding body (exam board) who will review the evidence provided and determine if actual malpractice has occurred. The awarding body also make all decisions in relation to any applied sanctions.

Suspected Candidate Malpractice may occur under the following (this is not an exhaustive list):

- a breach of any of the JCQ regulations as outlined in the JCQ 'Information for Candidates' documents

- a mobile phone in an exam room regardless of whether it is on or off, or, whether or not the candidate intended to use the phone
- any kind of watch (or other electronic/smart item or headphone/ear buds) in an exam room
- other unauthorised items in the exam room, such as (but not limited to) the following; smart glasses/other devices, notes, scrap paper, letters, timetables, make up and lip balms or other toiletries, packets of tissues, writing on hands or other body parts, calculators in an exam where these are prohibited.
- in any exam where calculators are permitted, the following remain prohibited; calculator cases, lids, operating instructions, pre-prepared programmes or formulae, items or other data stored in memory functions
- non-transparent pencil cases/maths tins or those containing writing or images/symbols
- non-regulation water bottles that do not meet JCQ requirements
- not following the instructions of an invigilator
- communicating with, attempting to communicate with, or distracting other candidates
- disrupting the examination room
- engaging in any activity that intentionally gives an unfair advantage over other candidates such as (but not limited to); the passing on or receipt of confidential assessment materials, any form of cheating or attempting to cheat
- making a false declaration, such as signing a document to state that work is your own which you know to be untrue, including plagiarism
- misuse of AI in non-examination assessments/coursework
- falsifying documents, including certificates
- copying from another candidate or allowing work to be copied by another candidate
- inclusion of offensive comments, obscenities or drawings in exam papers/scripts, non-examined assessment/coursework

General principles

In accordance with the regulations Fullbrook will:

- Take all reasonable steps to prevent the occurrence of any malpractice (which includes maladministration) before, during and after assessments have taken place (GR 5.11)
- Inform the awarding body immediately of any alleged, suspected or actual incidents of malpractice or maladministration, involving a candidate or a member of staff, by completing the appropriate documentation (GR 5.11)
- As required by an awarding body, gather evidence of any instances of alleged or suspected malpractice (which includes maladministration) in accordance with the JCQ publication Suspected Malpractice - Policies and Procedures and provide such information and advice as the awarding body may reasonably require (GR 5.11)

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Preventing malpractice

Fullbrook has in place:

- Robust processes to prevent and identify malpractice, as outlined in section 3 of the JCQ publication Suspected Malpractice: Policies and Procedures. (SMPP 3 and 4.3)
- This includes ensuring that all staff involved in the delivery of assessments and examinations understand the requirements for conducting these as specified in the following JCQ documents and any further awarding body guidance (SMPP 3.2)

- *General Regulations for Approved Centres*
- *Instructions for conducting examinations (ICE)*
- *Instructions for conducting coursework*
- *Instructions for conducting non-examination assessments*
- *Access Arrangements and Reasonable Adjustments*
- *A guide to the special consideration process*
- *Suspected Malpractice: Policies and Procedures*
- *Plagiarism in Assessments*
- *AI Use in Assessments: Your role in protecting the integrity of qualifications*
- *Post Results Services*
- *A guide to the awarding organisations' appeals processes*
- *Guidance for centres on cyber security* (SMPP 3.2)

Informing and advising candidates on the prevention of malpractice

Candidates are informed of and advised to avoid committing malpractice in examinations and non-examination assessments/coursework.

- The malpractice policy is published on the website
- Signposting students/parents/carers to Fullbrook policy/process and JCQ regulations
- Exam and assessment information assemblies
- Exam and assessment information evenings for candidates and their families
- Tutor time presentations
- Candidates are issued with JCQ Information for Candidates documents
- Prior to starting NEA/coursework, Subject Leaders/teachers and HoFs brief candidates on NEA rules and avoiding malpractice, plagiarism, the use of and misuse of AI in assessments and refer to the JCQ AI document for teachers and for candidates in order to communicate the rules to students
- Prior to starting any piece of NEA/coursework, candidates are issued with and subject staff ensure their understanding of the JCQ Candidate Declaration Form. Candidates will not sign the declaration until they have completed their work and handed it in for final assessment.

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Identification and reporting of malpractice

All staff at Fullbrook have a responsibility for reporting any potential malpractice that they may identify.

Escalating suspected malpractice issues

- Once suspected malpractice is identified, any member of staff at the centre can report it using the appropriate channels (SMPP 4.3)
- All suspected malpractice should be reported immediately to the Exams Officer, Head of Centre or SLT responsible for exams immediately.
- Staff may also follow the Whistleblowing in exams procedures where necessary.

Incidents of suspected candidate malpractice in examination rooms

If an incident has occurred during an exam, the candidate will be permitted to continue with and complete their exam, except in exceptional circumstances such as (but not limited to); disruption to other candidates.

In the event of suspected malpractice:

1. After the examination has finished, the candidate will be asked to wait at their desk and will be escorted to another area to discuss what has happened. The candidate will be given an opportunity to write a candidate statement, which should be signed and dated. This is the candidate's opportunity to explain in their own words:
   a) What has happened
   b) Outline any extenuating circumstances
   c) Confirm if the incident was intentional or they had any intention to commit suspected malpractice

2. The Exams Officer will:
   a) Ask the Centre staff involved to complete an Incident Log and accompanying statement
   b) Advise the candidate about the process, their rights, next steps and timescales
   c) Inform the Head of Centre about the incident, who may also request to speak with the candidate and centre staff involved
   d) Inform the Head of Year, who will notify the parent/carer of the incident
   e) Act on behalf of the Head of Centre to notify the awarding body by completing the required JCQ paperwork
   f) Will confirm actions to the candidate in writing, and their parents/carers (with accompanying documentation pack to include any evidence/statements) and inform the candidate that they may make an additional statement

3. Once a decision has been made by the awarding organisation, it will be communicated in writing to the head of centre (or exams officer) as soon as possible. The head of centre (or exams officer) will communicate the decision to the individuals concerned and pass on details of any sanctions and action in cases where this is indicated. The head of centre (or exams officer) will also inform the individuals if they have the right to appeal. (SMPP 11.1)
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4. Fullbrook will provide the individual with information on the process and timeframe for submitting an appeal, where relevant. Fullbrook will refer to further information and follow the process provided in the JCQ document A guide to the awarding organisations' appeals processes.

There are several penalties that could be applied if an awarding body decide that malpractice has been committed:

- Formal warning from the awarding body (delivered by the Centre to the candidate)
- Loss of marks:
  - on a section/sections of an exam paper/component
  - for a whole component/paper/unit
- Disqualification from:
  - a unit/paper
  - whole qualification
  - from the exam series and all qualification within that series
- Candidate debarral from entering one or more qualification for a set period of time

Information relating to a case(s) of malpractice may be shared with other awarding bodies, the regulators and/or other appropriate authorities.

For further information:
www.jcq.org.uk/exams-office/malpractice/

Reporting suspected malpractice to the awarding body

- The Exams Officer and The Head of Centre will notify the appropriate awarding body immediately of all alleged, suspected or actual incidents of malpractice, using the appropriate forms, and will conduct any investigation and gathering of information in accordance with the requirements of the JCQ publication Suspected Malpractice: Policies and Procedures (SMPP 4.1.3)
- The Head of Centre will ensure that where a candidate who is a child/vulnerable adult is the subject of a malpractice investigation, the candidate's parent/carer/ appropriate adult is kept informed of the progress of the investigation (SMPP 4.1.3)
- Form JCQ/M1 will be used to notify an awarding body of an incident of suspected candidate malpractice. Form JCQ/M2 will be used to notify an awarding body of an incident of suspected staff malpractice/maladministration (SMPP 4.4, 4.6)

- Candidate malpractice offences relating to the content of work (i.e. inappropriate/offensive content, copying/collusion, plagiarism (including AI misuse) and/or false declaration of authentication) which are discovered in a controlled assessment, coursework or non-examination assessment component prior to the candidate signing the declaration of authentication, do not need to be reported to the awarding organisation. Instead, they will be dealt with in accordance with the centre's internal procedures.

  Malpractice by a candidate discovered in a controlled assessment, coursework or non-examination assessment where the offence does not relate to the content of candidates' work (e.g. possession of unauthorised materials, breach of assessment

conditions) or where a candidate **has** signed the declaration of authentication, must be reported using a JCQ M1 to the relevant awarding organisation. If, at the time of the malpractice, there is no entry for that candidate (who the centre intended to enter), the centre is required to submit an entry by the required entry deadline. (SMPP 4.5)

- If, in the view of the information gatherer, there is sufficient evidence that an individual may have committed malpractice, that individual (a candidate or a member of staff) will be informed of all the required information and informed of their rights and responsibilities as the accused individual, prior to the submission of the report to the awarding organisation (SMPP 5.35-36, 40)
- Where it is identified that there is a need to exercise discretion in the light of the circumstances of the case in terms of how the evidence is presented to the accused individual (for example, if there are concerns about revealing the identity of a third party mentioned in the documentation), this will be discussed with the awarding organisation.
- If the accused individual is provided with a reduced or redacted set of case documentation by the information gatherer, then the awarding organisation will be provided with the same information as provided to the individual. Where there are multiple individuals involved in the same incident, copies of the redacted documents for each individual will be provided to the awarding organisation. (SMPP 5.36)
- Once the information gathering has concluded, the Head of Centre (or other appointed information gatherer) will submit a written report summarising the information obtained and actions taken to the relevant awarding body, accompanied by the information obtained during the course of their enquiries (5.37)
- Form JCQ/M1 will be used when reporting candidate cases; for centre staff, form JCQ/M3 will be used (SMPP 5.39)
- The awarding body will decide on the basis of the report, and any supporting documentation, whether there is evidence of malpractice and if any further investigation is required. The Head of Centre will be informed accordingly (SMPP 5.42)

The Use of AI in Assessments (and preventing AI misuse)

Students complete the majority of their exams and a large number of other assessments under close staff supervision with limited access to authorised materials and no permitted access to the internet. The delivery of these assessments should be unaffected by developments in AI tools as students must not be able to use such tools when completing these assessments, although care must be taken when a student is allowed to use a laptop or similar device for exams, to ensure they have no access to AI tools (see sections 14.20-14.27 of the *Instructions for conducting examinations* document).

There are some assessments in which access to the internet is permitted in the preparatory, research or production stages. The majority of these assessments will be Non-Examined Assessments (NEAs), coursework and internal assessments for General Qualifications (GQs) and Vocational and Technical Qualifications (VTQs). This document is primarily intended to explain the regulations and provide supporting guidance in relation to these assessments.

AI use refers to the use of AI tools to obtain information and content which might be used in work produced for assessments, which contributes to the award of qualifications.

When properly referenced, this can be acceptable, although students cannot be credited for any work they produce for assessment which is not their own so the benefit to them if using AI is likely to be limited and they risk committing malpractice if AI is misused.

It is important that teachers and students are aware that the range of AI tools and their capabilities, is expanding quickly and are still being developed - there are often limitations to their use, such as producing inaccurate or inappropriate content.

Misuse of AI tools in relation to qualification assessments at any time constitutes malpractice.

AI chatbots are AI tools which generate text in response to user prompts and questions. Users can ask follow-up questions or ask the chatbot to revise the responses already provided. AI chatbots respond to prompts based upon patterns in data sets upon which they have been trained. They generate responses which are statistically likely to be relevant and appropriate.

AI chatbots can complete tasks such as the following:

- Answering questions
- Analysing, improving and summarising text
- Authoring essays, articles, fiction and non-fiction
- Writing computer code
- Translating text from one language to another
- Generating new ideas, prompts, or suggestions for a given topic or theme
- Generating text with specific attributes, such as tone, sentiment or formality.

Examples of AI tools currently available include (but are not limited to):

- ChatGPT
- Jenni AI
- Jasper AI
- Writesonic
- Bloom AI
- Gemini
- Claude
- Gauth
- Question AO
- Brainly

There are also AI tools which can be used to generate images, music or video, such as:

- Midjourney
- Stable Diffusion
- Dalle-E 2 (Open AI)
- Soundraw
- Musicfy
- Runway
- LTX Studio

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The lists above of certain suppliers are for information purposes only and do not constitute an endorsement by Fullbrook. The lists provided are not exhaustive.

The use of AI tools may pose significant risks if used by students completing qualification assessments, not least the risk of committing malpractice, for which serious sanctions can apply. They have been developed to produce responses based upon the statistical likelihood of the language selected being an appropriate response and so the responses cannot be relied upon. AI tools often produce answers which may seem convincing but contain incorrect or biased information. Some AI tools have been identified as providing dangerous and harmful answers to questions and some can also produce fake references to books/ articles.

What is AI misuse?

As has always been the case, and in accordance with JCQ regulations, candidates must submit work for assessments which is their own. This means both ensuring that the final product is in their own words, and isn't copied or paraphrased from another source such as an AI tool, and that the content reflects their own independent work.

Where candidates use material that is not their own work this should be clearly identified and referenced in all instances. Candidates are expected to demonstrate their own knowledge, skills and understanding as required for the qualification in question and set out in the qualification specification. This includes demonstrating their performance in relating to the assessment objectives for the subject relevant to the question/s or other tasks candidates have been set. Any use of AI which means candidates have not independently demonstrated their own attainment is likely to be considered malpractice.

The requirements for students are set out in the JCQ Information for Candidates documents: these documents will be issued to students by the teaching staff responsible for issuing their NEA/coursework

- JCQ Information for candidates – Non-examination assessments
- JCQ Information for candidates – Coursework assessments

Prior to beginning their work, candidates are issued with the JCQ Information for candidates documents: AI (Artificial Intelligence and assessments), (as applicable to any of their qualifications) Coursework assessments, Non-examination assessments and Social media (GR 5.8)

Relevant subject staff ensure that all candidates have read the Notice to candidates within the relevant awarding body's candidate declaration form (authentication form) prior to beginning their work.

Candidates will not sign the declaration until they have completed their work and handed it in for final assessment.

AI tools must only be used when the conditions of the assessment permit the use of the internet and where the candidate is able to demonstrate that the final submission is the product of their own independent work and independent thinking.

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AI misuse is where a student has used one or more AI tools but has not appropriately acknowledged this use and has submitted work for assessment when it is not their own. Examples of AI misuse include, but are not limited to, the following:

- Copying or paraphrasing sections of AI-generated content so that the work is no longer the candidate's own
- Copying or paraphrasing whole responses of AI-generated content
- Using AI to complete parts of the assessment so that the work does not reflect the candidate's own work, analysis, evaluation or calculations
- Failing to acknowledge use of AI tools when they have been used as a source of information
- Incomplete or poor acknowledgement of AI tools
- Submitting work with intentionally incomplete or misleading references or bibliographies.

AI misuse constitutes malpractice, as defined in the JCQ Suspected Malpractice: Policies and Procedures (https://www.jcq.org.uk/exams-office/malpractice/). The malpractice sanctions available for the offences of 'making a false declaration of authenticity' and 'plagiarism' include disqualification and debarment from taking qualifications for a number of years. Students' marks may also be affected if they have relied on AI to complete an assessment and, as noted above, the attainment they have demonstrated in relation to the requirements of the qualification does not accurately reflect their own work.

Students must ensure work submitted for assessment is demonstrably their own. If any sections of their work are reproduced directly from AI-generated responses, those elements must be identified by the student and they must understand this will not allow them to demonstrate they have independently met the marking criteria and therefore will not be rewarded.

It remains essential that students are clear about the importance of referencing the sources they have used when producing work for an assessment, and that they know how to do this. Appropriate referencing is a means of demonstrating academic integrity and is key to maintaining the integrity of assessments;

- If a student uses an AI tool which provides details of the sources it has used in generating content, these sources must be verified by the student and referenced in their work in the normal way.
- Where an AI tool does not provide such details, students should ensure that they independently verify the AI-generated content – and then reference the sources they have used.

In addition to the above, where students use AI, they must acknowledge its use and show clearly how they have used it. This allows teachers and assessors to review how AI has been used and whether that use was appropriate in the context of the particular assessment.

Where AI tools have been used as a source of information;

- a student's acknowledgement must show the name of the AI source used and the date the content was generated. For example: ChatGPT 3.5 (https://openai.com/blog/chatgpt/), 25/01/2027. The student should also acknowledge the sources used by the AI tool in generating the content.
- the student must, retain a copy of the question(s)/prompts used to generate the AI content and the AI generated content itself for reference and authentication

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purposes, in a non-editable format (such as a screenshot) and provide a brief explanation of how it has been used.

- this must be submitted with the work so the teacher/assessor is able to review the work, the AI-generated content and how it has been used. Where this is not submitted, and the teacher/assessor suspects that the student has used AI tools, the teacher/assessor will need to consult the centre's malpractice policy for appropriate next steps and must take action to assure themselves the work is the student's own. Where the teacher/assessor cannot assure themselves, they must follow the centre internal procedures and the published JCQ and awarding organisation guidance for assessments.

Authenticating candidates' work

If students copy the words, ideas or outputs from other sources and do not show their sources in references and a bibliography, this will be considered as cheating.
Plagiarism involves taking someone else's words, thoughts, ideas or outputs and not crediting the source. This includes outputs from AI tools. Plagiarism is a form of cheating which is taken very seriously and is considered malpractice.

Teachers and heads of faculty are clear about their responsibility that they may only authenticate and submit work for assessment by the awarding body that they are confident is the student's own.

Where teachers have doubts about the authenticity of student work submitted for assessment (for example, they suspect that parts may have been generated by AI but this has not been acknowledged). They must investigate and take appropriate action and, report this immediately to a member of SLT and the Exams Officer.

There are many methods that teaching staff who mark assessments will use to detect plagiarism for example;

- Teaching staff can spot changes in the style of writing, tone and use of language, and/or presentation of work.
- Teaching staff/markers are highly experienced subject specialists who will be very familiar with work on the topic concerned. They may have read the source you are using or even marked the work you have copied from.
- Internet search engines for detecting plagiarism and specialised computer software can also be used to match phrases or pieces of text with original sources and to detect changes in the grammar and style of writing or punctuation.

Teaching staff who suspect a student's work may not be their own will investigate in line with the recommendations identified in the JCQ 'Plagiarism in Assessments' guidance for teachers/assessors document.

The JCQ guidance on referencing can be found in the following:

- Plagiarism in Assessments (https://www.jcq.org.uk/knowledge-hub/plagiarism-in-assessments-guidance-for-teachers-assessors/)
- Instructions for conducting coursework (https://www.jcq.org.uk/exams-office/coursework/)
- Instructions for conducting non-examination assessments (GCE/GCSE and VTQs) (https://www.jcq.org.uk/exams-office/non-examination-assessments/)

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- The Information for Candidates documents (https://www.jcq.org.uk/exams-office/information-for-candidates/)
- AI Information for Candidates (https://www.jcq.org.uk/wp-content/uploads/sites/2/2026/09/IFC-AI-Asessments-2026.pdf)
- AI and Assessments: JCQ Quick guide for students (https://www.jcq.org.uk/wp-content/uploads/sites/2/2025/09/JCQ-AI-poster-for-students-2.pdf)

For further information:
https://www.jcq.org.uk/exams-office/malpractice/

This policy will be reviewed annually. Date of next review October 2027.

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Appendix 5 – Non-Examination Assessment Policy

Fullbrook Non-Examination Assessment Policy (including controlled assessment and coursework) 2026-2027

This policy affects the delivery of subjects of GCE, GCSE and Vocational/Technical qualifications which contain a component(s) of non-examination assessment, coursework and/or controlled assessment.

The regulators' definition of an examination is very narrow. In effect, a non-examination assessment (NEA) is classified as any type of assessment that **is not**:

- set by an awarding body
- designed to be taken simultaneously by all relevant candidates at a time determined by the awarding body, and
- taken under conditions specified by the awarding body (including conditions relating to the supervision of candidates during the assessment and the duration of the assessment).

'NEA' therefore includes, but is not limited to, internal assessment. Externally marked and/or externally set practical examinations taken at different times across centres are classified as 'NEA'. (JCQ's **Instructions for conducting non-examination assessments (GCE & GCSE**)

This document is further referred to in this policy as NEA

The Joint Council for Qualifications has written these instructions for the setting, supervision, authentication, marking, internal standardisation and external moderation of non-examination assessments (Vocational and Technical Qualifications) in examination centres.

These instructions are for use in... (JCQ's Instructions for conducting non-examination assessments (VTQs), Introduction)

(This document is further referred to in this policy as NEA VTQs)

This policy is to be read in conjunction with the following:

- Fullbrook internal review of marking of centre marks for GCSE and GCSE non-examination assessments Policy 2026-2027
- Fullbrook Internal Appeals Procedure and Policy
- JCQ Instructions for Conducting Non-examinations Assessments (GCE/GCSE & VTQ/Technical)
- JCQ AI Use in Assessments: Protecting the Integrity of Qualifications
- JCQ Information for Candidates documents
- Fullbrook Examinations Policy
- Fullbrook Malpractice Policy

Purpose of the Policy

The purpose of this policy, as defined by JCQ, is to:

- cover procedures for planning and managing non-examination assessments
- define staff roles and responsibilities for non-examination assessments
- manage risks associated with non-examination assessments

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- detail how candidates' work will be authenticated

The policy covers the management of all types of non-examination assessment including controlled assessments and coursework, which includes details on how candidates' work will be assessed. Each year, as part of the annual declaration, the head of centre must confirm that a policy regarding the management of non-examination assessments is in place which is reviewed and updated annually by a member of the senior leadership team and communicated within the centre. A JCQ inspector may ask the examinations officer (or head of centre) to confirm that a policy is in place. Guidance in this policy will help the head of centre to ensure that centre's policy is robust and fit for purpose. (NEA, section 1)

What are non-examination assessments?

(GCE and GCSE) Non-examination assessments measure subject-specific knowledge and skills that cannot be tested by timed written papers.

There are three assessment stages and rules which apply to each stage. These rules often vary across subjects. The stages are:

- Task Setting;
- Task Taking;
- Task Marking. (NEA, section 1)

(VTQs) Non-examination assessment components assess candidates' knowledge, understanding and skills that may not readily be assessed by timed written papers. Non-examination assessment will take many different forms. (NEA VTQs 1)

What is coursework?
Coursework components assess candidates' knowledge, understanding and skills that may not readily be assessed by timed written papers. Coursework will take many different forms. (ICC 1)

Where reference is made in these procedures to non-examination assessment, this is intended to include all non-examination assessments, controlled assessment (where applicable) and coursework.

Responsibilities

All staff with any involvement in NEA (including endorsements) must refer to the following JCQ documents to ensure their own understanding in protecting the integrity of qualifications, and preventing AI misuse and plagiarism in assessments:

- *AI Use in Assessments: Your role in protecting the integrity of qualifications*
- *Preventing AI Misuse in Assessments - A summary for teachers*
- *AI and Assessments: A quick guide poster for students*
- *Plagiarism in Assessments*

Head of Centre:

- To be familiar with Joint Council for Qualifications (JCQ) instructions for conducting non-examination assessments and other related JCQ/Awarding Body documents

- Returns a declaration (managed as part of the National Centre Number Register annual update) to confirm awareness of, and that relevant centre staff are adhering to, the latest version of NEA, NEA VTQs and ICC
- Ensures the centre's policy is robust and fit for purpose and covers all types of non-examination assessment, and is communicated within the centre.
- Ensures the centre's internal appeals procedure clearly details the procedure to be followed by candidates (and their parents/carers) appealing against internal assessment decisions (centre-assessed marks) and requesting a review of the centre's marking
- Responsible to relevant Awarding Bodies to ensure that all NEAs are conducted according to qualification specifications and JCQ regulations
- Ensures all reasonable steps have been or will be taken to ensure that all candidates at the centre have had, or will have, the opportunity to undertake the (GCSE English Language) Spoken Language endorsement
- Ensures all reasonable steps have been or will be taken to ensure that all candidates at the centre have had, or will have, the opportunity to undertake the (A Level Sciences) prescribed practical activities
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- Ensure the correct conduct of non-examination assessment (including endorsements) which complies with NEA, NEA VTQs, ICC and awarding body subject-specific instructions
- With the head of centre, ensure the NEA policy is reviewed and updated annually and communicated within the centre.
- Ensure the centre-wide calendar records assessment schedules by the start of the academic year

Quality assurance (QA) lead/Lead internal verifier

- Confirms with HoFs/subject leads that appropriate awarding body forms and templates for non-examination assessment (including endorsements) are used by teachers and candidates
- Ensures appropriate procedures are in place to internally standardise/verify the marks awarded by subject teachers in line with awarding body criteria
- Check and ensure that the tasks being set and approach being taken are appropriate and in line with the awarding body specification as well as ethical standards and the centre's safeguarding responsibilities
- Ensures appropriate centre-devised templates are provided to capture/record relevant information given to candidates by subject teachers
- Ensures appropriate centre-devised templates are provided to capture/record relevant information is received and understood by candidates
- Where not provided by the awarding body, ensures a centre-devised template is provided for candidates to keep a detailed record of their own research, planning, resources, etc.
- Ensure that all candidates have read the JCQ document *Information for candidates – non-examination assessments* **and** the candidate declaration **prior to** beginning their work (Appendix 4 of JCQ Instructions for Conducting NEA document).
  Candidates **must not** sign the declaration until they have completed their work and handed it in for final assessment.

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Examinations Officer:

- To be familiar with JCQ instructions for conducting non-examination assessments and other related JCQ/Awarding Body documents
- To be familiar with general instructions relating to NEA from each relevant Awarding Body
- Signposts the annually updated JCQ documents to relevant centre staff
- To manage the internal process of communicating centre assessed marks for NEA to candidates in accordance with JCQ regulations and the Fullbrook Policy for 'Internal review of marking of centre marks', along with relevant supporting materials
- Ensures that when marks are issued to students it is made clear that the external moderation process may result in changes to marks
- Is responsible for forwarding to HOFs/SLs any correspondence received from the Awarding Body in relation to NEA.
- In collaboration with HOFs/SLs ensure NEA marks are submitted to relevant Awarding Body by the published deadlines
- In collaboration with HOFs/SLs ensure candidates' assessments for moderation are despatched by the relevant deadline
- In collaboration with HOFs/SLs ensure appropriate arrangements are in place for the security of NEA materials.

Heads of Faculty (HOFs)/Subject Leaders (SLs):

- To be familiar with JCQ Instructions for Conducting Non-Examinations Assessment (GCE/GCSE and VTQs/Tcnhicals), and JCQ Instruction for Conducting Coursework and, relevant awarding body subject specific instructions - and ensure that regulations are followed in relation to the conduct of NEA (including endorsements)
- Ensure subject teachers understand their role and responsibilities within the NEA process
- Works with the QA Lead/Lead IV to ensure appropriate procedures are followed to internally standardise and verify the marks awarded by subject teachers
- To be familiar with JCQ AI Use in Assessments: Your role in protecting the Integrity of Qualifications and ensure that candidates adhere to the rules surrounding use/misuse of AI.
- To understand and comply with specific instructions relating to NEA for the relevant Awarding Body
- Ensure that all candidates have read the JCQ document *Information for candidates – non-examination assessments* **and** the candidate declaration **prior to** beginning their work (Appendix 4 of JCQ Instructions for Conducting NEA document).
  Candidates **must not** sign the declaration until they have completed their work and handed it in for final assessment.
- Follow the internal procedures for issuing marks to students and inform the Examinations Office of all key dates in the process within the required timeframe
- Provide copies of marks and mark schemes for all internally assessed work to the Examinations Officer
- To obtain confidential materials/tasks set by the Awarding Bodies in sufficient time to prepare for the assessment(s) and ensure that such materials are stored securely at all times
- Ensure that candidates' work is authenticated as their own. If teaching staff are unable to authenticate the work as the students' own or suspect that malpractice may have occurred they must inform a member of the senior leadership team.

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- Ensure that work is marked and moderated using awarding body mark schemes and guidance. Annotation should be used to provide evidence to indicate how and why marks have been allocated.
- To undertake appropriate departmental standardisation of non-examinations assessments
- Ensure that candidates and relevant teaching staff complete necessary NEA paperwork and authentication forms
- In collaboration with the Examinations Officer submit NEA marks to the relevant Awarding Body by their published deadline – HoFs/SLs to enter marks (and upload any supporting evidence) on Awarding Body secure sites
- In collaboration with the Examinations Officer despatch students' assessments for external moderation in accordance with JCQ and Awarding Body regulations – HoFs/SLs must ensure all coursework is dispatched on time and a record of posting obtained. A record must be kept of what is sent, when and by whom. The centre must retain a copy of all work that is submitted in case of loss.
- Ensure that all requirements for the retention of NEA and subsequent disposal of candidates' work.
- Ensure candidates are made aware of the Centre's process on the expectations placed on candidates in completing their NEAs, outlining the requirements they need to adhere to and the consequences of any suspected candidate malpractice.
- Cases of suspected malpractice will be investigated in accordance with JCQ regulations. (See Appendix 4. Of Exams Policy)

Special Educational Needs Co-ordinator (SENCO):

- To be familiar with JCQ Instructions for Conducting Non-examinations Assessment (GCE/GCSE and VTQs/Technicals) with reference to access arrangements and reasonable adjustments
- In collaboration with the examinations officer ensure appropriate access arrangements are in place.
- Ensures that all approved access arrangements are communicated to relevant staff.

Teachers:

- To be familiar *with JCQ Instructions for Conducting Non-examinations Assessment* (GCE/GCSE and VTQs/Technicals) and Awarding Body regulations that may be subject specific
- To be familiar with and follow the Fullbrook process for issuing students with their centre assessed marks
- Makes candidates aware of the criteria used to assess their work
- Ensures candidates understand deadlines for all tasks
- Supervise assessments (at the specified level of control), undertaking tasks required under the regulations, only permitting assistance to candidates as the specification allows
- Ensure that all candidates have read the JCQ document *Information for candidates – non-examination assessments* **and** the candidate declaration **prior to** beginning their work (Appendix 4 of JCQ Instructions for Conducting NEA document).
  Candidates **must not** sign the declaration until they have completed their work and handed it in for final assessment.
- Ensure that candidates and supervising teacher(s) sign authentication forms on completion of an assessment

- Ensures there is sufficient supervision to enable the work of a candidate to be authenticated
- Ensures there is sufficient supervision to ensure the work a candidate submits is their own
- Is confident where work may be completed outside of the centre without direct supervision, that the work produced is the candidate's own
- Where candidates may work in groups, keeps a record of each candidate's contribution and it must be possible to attribute assessable outcomes to individual candidates
- Ensures candidates are aware of the current JCQ documents Information for candidates - non-examination assessments, coursework, AI and social media - and all related JCQ Information for Candidates documents
- Ensures candidates understand and comply with the regulations in relevant JCQ *Information for candidates' documents*
- Ensures candidates:
    - understand that information from all sources must be referenced and specifically how to reference any use of AI.
    - receive guidance on setting out references
    - are aware that they must not plagiarise other material
- Mark internally assessed components using the mark schemes provided by the Awarding Body
- Ensure that candidates' work is authenticated as their own. If teaching staff are unable to authenticate the work as the students' own or suspect that malpractice may have occurred they must inform a member of the senior leadership team.
- Following the Exams Office issuing marks to candidates, support any student query of marks by offering supervised access to their breakdown of marks (on the mark scheme) in order for them to fully consider an internal review of marking
- Take part in appropriate departmental standardisation of Controlled Assessments
- Retain candidates' work securely between assessment sessions (if more than one)
- Ensure that candidates' work is backed-up in two separate locations (one location should be accessible off-site), implementing appropriate security measures to protect work in event of IT system corruption and cyber-attacks.
- 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 SENDCO for any assistance required for the administration and management of access arrangements.
- Follows secure storage instructions as defined in NEA 4.8
- Where work is stored electronically, ensures the protection and back-up of candidates' work and that appropriate arrangements are in place to restrict access to it between sessions
- Understands that during the period from the submission of work for formal assessment until the deadline for requesting a review of results, copies of work may be used for other purposes, provided that the originals are stored securely as required

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Task Setting

- In accordance with specification Awarding Body guidelines, HOFs/SLs/subject teachers are responsible for the selection of NEA tasks from an approved list or for setting appropriate centre specific tasks or design their own task(s), in conjunction with candidates where permitted, using criteria set out in the specification.
- Teaching staff identify and communicate to candidates the dates when tasks should be taken and completed.
- Teachers ensure that candidates understand the assessment criteria for any given assessment task which is detailed in the specification for the subject. Students may require further explanation or interpretation. Any explanation or interpretation given by teaching staff must be general and not specific to a student's work.
- Ensure that all candidates have read the JCQ document *Information for candidates – non-examination assessments* **and** the candidate declaration **prior to** beginning their work (Appendix 4 of JCQ Instructions for Conducting NEA document).
  Candidates **must not** sign the declaration until they have completed their work and handed it in for final assessment.

Task Taking

Unless the Awarding Body's specification says otherwise, the following arrangements will apply:

- In accordance with JCQ regulations, invigilators and the JCQ Unauthorised items poster & Warning to Candidates are not required
- Teachers check the awarding body subject specific requirements and ensure that candidates take tasks under the required supervision arrangements.
- Teaching staff ensure there is sufficient supervision to enable the work of a candidate to be authenticated as the candidate's own work. They are confident that where work may be completed outside of the centre without direct supervision that the work produced is the candidate's own.
- They will also ensure that they keep a record of each candidate's contribution in group work, where applicable, making sure that it is possible to attribute assessable outcomes to individual students.
- Teaching staff ensures candidates are aware of the current JCQ documents Information for candidates - non-examination assessments and Information for candidates - Social Media and AI information.
- Teachers ensures candidates understand and comply with the regulations in relevant JCQ Information for candidates' documents
- Teachers will also ensure candidates understand the need to reference work, give guidance on how to do this and make sure they are aware that they must not plagiarise other material by ensuring that candidates:
  - understand that information from all sources must be referenced, including the use of AI and the sources resulting in the AI-generated content
  - receive guidance on setting out references and are made aware of the centre's policy on the use of AI
  - are aware that they must not plagiarise other material, including AI-generated content
- Teachers can provide candidates with general feedback and allow candidates to revise and re-draft work but must not provide model answers or writing frames

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specific to the task nor assess the work and then allow the candidate to revise it. Any assistance given must be recorded and taken into account when marking the work. Explicitly prohibited assistance must not be given and no assistance should be given if there is no means to record it and take account of it in the marking. Failure to follow this procedure constitutes malpractice

- Teachers must be aware of the Awarding Body's restrictions with regard to access to resources. In formally supervised sessions candidates can only usually take in preparatory notes; they must not access the internet (including AI), bring their own laptop unless this has been previously authorised or electronic devices. They must not introduce new resources between formally supervised sessions. Materials must be collected and stored securely at the end of each session and not be accessible to candidates.
- Teaching staff refer to the JCQ document *AI Use in Assessments: Your role in protecting the Integrity of Qualifications* (http://www.jcq.org.uk/exams-office/malpractice) as well as the awarding body's specification and/or associated documentation published by the awarding bodies and the regulator
    - By referencing this document, makes candidates aware of the appropriate and inappropriate use of AI, the risks of using AI, and the possible consequences of using AI inappropriately in a qualification assessment
- Teachers should encrypt any sensitive digital media to ensure the security of the data stored within it and will refer to the Awarding Body guidance to ensure that the method of encryption is suitable.

Authentication

All candidates must have read the JCQ document *Information for candidates – non-examination assessments* **and** the candidate declaration **prior to** beginning their work (Appendix 4 of JCQ Instructions for Conducting NEA document). Candidates **must not** sign the declaration until they have completed their work and handed it in for final assessment.

All candidates must sign a declaration to confirm that the work they submit for final assessment is their own unaided work. This must take place as soon as the candidate has completed the assessment.

Teachers understand the JCQ regulation that Fullbrook must not submit work that cannot be authenticated as the candidate's own work. Teachers must sign a declaration of authentication after the work has been completed and confirming that:

- the work is solely that of the candidate concerned
- the work was completed under the required conditions
- signed candidate declarations are kept on file

Signed candidate declarations must be kept on file until the deadline for requesting a review of results has passed or until any appeal, malpractice or other results enquiry has been completed, whichever is the latter.

There are many methods that teaching staff who mark assessments will use to ensure the works that students submit is their own, to prevent and detect plagiarism, for example;

- Where appropriate, allocate time for sufficient portions of work to be completed in class under direct supervision to allow the teacher to authenticate all of each student's work with confidence
- Examine intermediate stages in the production of work in order to ensure work is underway in a planned and timely manner and work submitted represents a natural continuation of earlier stages
- Introduce classroom activities that use the level of knowledge/understanding achieved during the course thereby making the teacher confident the student understands the material
- Consider whether it is helpful to engage students in a short verbal discussion about their work to ascertain they understand it and it reflects their own independent work
- Teaching staff are familiar with the style and level of work from their students and can/will compare NEA work submitted to previous work completed in the classroom or under supervised conditions to ensure its authenticity.
- Teaching staff can spot changes in the style of writing, tone and use of language, and/or presentation of work.
- Teaching staff/markers are highly experienced subject specialists who will be very familiar with work on the topic concerned. They may have read the source students are using or even marked the work you have copied from.
- Internet search engines for detecting plagiarism and specialised computer software can also be used to match phrases or pieces of text with original sources and to detect changes in the grammar and style of writing or punctuation.

Teaching staff who suspect a student's work may not be their own will investigate in line with the recommendations identified in the JCQ 'Plagiarism in Assessments' guidance for teachers/assessors document.

If a teacher is unable to confirm that the work presented by a candidate is his/her own and has been completed under the required conditions:

- do not accept the candidate's work for assessment
- decisions will be made on an individual basis, by the Senior Leadership Team (SLT)

Where teachers have doubts about the authenticity of the work of a candidate or, if malpractice is suspected, they will; follow the authentication procedures and malpractice information in the JCQ documents Instructions for conducting non-examination assessments (GCE & GCSE/VTQs) and/or Instructions for conducting coursework **and;** must inform a member of the senior leadership team and the examinations officer.

If, during the external moderation process, it is found that the work has not been properly authenticated, the awarding body will set the mark(s) awarded by the centre to zero

During the period from the submission of work for formal assessment until the deadline for requesting a review of results, copies of work may be used for other purposes eg in a competition, provided that the originals are stored securely within the centre. Any material which is not required for moderation purposes (or any subsequent review) may also be freely used by the candidate. This applies to artefacts in Design & Technology where only photographic evidence is needed for moderation and any subsequent review. Where original work is used for moderation, as in Art & Design, a teacher must be present if, during this period:

- assessed work is exhibited
- a candidate takes assessed work to an interview
- the work is removed from secure storage for any other reason

Task Marking

Conduct of externally assessed work:

- Teaching staff liaises with the exams officer regarding the arrangements for any externally assessed components of a specification which must be conducted within a window of dates specified by the awarding body and where applicable, according to JCQ *Instructions for conducting examinations.* They liaise with the Visiting Examiner where this may be applicable to any externally assessed component.
- The subject teacher will liaise with key relevant staff to determine and set a suitable date for external tasks
- In collaboration with the teacher responsible, the exams officer will arrange, rooming and invigilation where and if this is applicable to any externally assessed non-examination component of a specification
- In collaboration with the teacher responsible, where required, the exams officer conducts the externally assessed component within the window specified by the awarding body and where applicable, according to JCQ *Instructions for conducting examinations*
- Where candidate's work must be dispatched to the awarding body's examiner, the teacher responsible will ensure that this is completed by the deadline and in accordance with instructions from the awarding body.

Marking, moderation and submitting marks/samples

- The Head of Centre makes every effort to avoid situations where a candidate is assessed by a person who has a close personal relationship with the candidate, for example, members of their family (which includes step-family, foster family and similar close relationships) or close friends and their immediate family (e.g son/daughter). Where this cannot be avoided, they ensure the possible conflict of interest is declared to the relevant awarding body and the marked work is submitted for moderation whether or not it is part of the moderation sample
- HoFs/SLs/teaching staff accesses awarding body training/updates as required to ensure familiarity with the mark scheme/marking process
- Teachers are responsible for marking work in accordance with the marking criteria. Annotation should be used to provide evidence to indicate how and why marks have been awarded to facilitate the standardisation of marking within the Centre and to enable external moderation
- HOFs/SLs/Teachers mark with the criteria provided by the awarding body and do not use artificial intelligence as the sole means of marking candidates' work.
- HoFs/SLs/teachers are responsible for ensuring that they follow the guidance from the awarding body for any specific paperwork required for submission and/or retention in relation to non-examination assessment
- HoFs/SLs provide the internally standardised final marks to the exams officer by the agreed internal deadline so they may be issued to students.
- The exams officer is responsible for issuing students with their centre assessed marks in accordance with the JCQ regulation of allowing students opportunity for

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internal reviews of marking prior to final marks being submitted to the awarding body. Marks are issued to students by email and it is made clear that the external moderation process may result in changes to marks. Candidates are informed of the centre deadlines by which to request a review of marks and signposted to the internal appeals procedure.

- Centres should not attempt to convert marks to grades in advance of the publication of results.
- Centres must ensure that the internal standardisation of marks across assessors and teaching groups takes place. They should retain evidence of internal standardisation and keep candidates' work in secure storage until after the closing date for enquiries about results.
- HoFs/SLs are responsible for submitting final marks and samples with accompanying paperwork to the awarding body by the set deadlines and following their guidelines for uploading/dispatching materials. Copies of all student work should be retained by the centre securely in case of loss. Where dispatch is via post, teachers should obtain proof of postage and ensure this record is kept securely with copies of work retained in the centre.
- The exams officer will access or signpost HOFs/SLs/teachers to moderator reports
- HoFs/SLs check the final moderated marks when issued to the centre are the results published.
- HoFs/SLs check moderator reports and ensures that any remedial actions is undertaken as directed by the awarding body

Factors Affecting Individual Candidates

If a candidate misses part of a non-examination assessment task through absence, an alternative supervised session will be organised, where practical. The centre will follow the JCQ Special Consideration process where applicable in relation to NEA.

The Centre will follow the procedures set out in JCQ guidelines if assessment tasks are lost or accidentally destroyed by the Centre.

Access arrangements and reasonable adjustments will be agreed according to the published JCQ guidance.

The Centre will consider requests to repeat NEA tasks if they are made before marks have been submitted to the relevant Awarding Body. Decisions will be made on an individual basis, by SLT/HOFs in consultation with SLs/Teachers. If a non-examination assessment task was completed under formal supervision, a completely new task must be set under a new formal supervision.

Reviews of Marking & Appeals

Fullbrook is committed to ensuring that whenever its teachers mark candidates' work this is done fairly, consistently and in accordance with the awarding body specification and other subject specific associated documents. To meet the requirements of the JCQ, an internal review of marking procedure is available.

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Internally centre assessed marks must be given to candidates before the centre submits marks to the Awarding Body and by their deadline dates and candidates given an opportunity to request a review of those marks. The process of issuing marks to students and any subsequent requests for reviews is managed by the exams office and is outlined in the next section 'Internal review of marking of centre marks for GCSE and GCSE non-examination assessments policy 2026-2027'. It is only during this process that individual candidates may request a review of marking for NEA.

Internal Appeals Procedure

If a candidate believes that their work has not been treated in accordance with the procedures outlined above and in the 'Internal review of marking of centre marks for GCSE and GCSE non-examination assessments policy 2026-2027', they may make use of the Internal Appeals Process, which can be found on the exams page of the school website https://fullbrook.surrey.sch.uk/exams/ in appendix 6 of the Exams Policy.

Once the centre has submitted marks to the awarding body, component results for NEA cannot be reviewed individually. A review of moderation of the cohort is possible but only if an adjustment was made to the Centre's mark by the Awarding Body. A review of moderation can only be requested by the Centre. The exams officer must apply for the review of moderation on behalf of the centre following authorisation from the HoF and Head of Centre.

The marks submitted to the Awarding Bodies are subject to further external moderation and standardisation procedures and the final mark is decided by the Chief Moderator for each subject area.

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Internal review of marking of centre marks for GCE and GCSE non-examination assessments Policy 2026-2027

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

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

It is the responsibility of the Head of Faculty to provide the Exams Office and Head of Centre with a timeline to include student deadlines, moderation dates, release of marks to students, review and outcome dates.

1. Fullbrook will ensure that candidates are informed in writing of their centre assessed marks (not grades, as boundaries have not been established) so that they may request a review of the centre's marking before marks are submitted to the awarding body. The Exams Office will send students their centre assessed marks for each subject by email to their school email address. The deadline for a written request for a review of marking is 5 days from receipt of the centre assessed mark(s). Each Exam board may have a different deadline.

2. Fullbrook will issue a copy of the mark scheme to candidates with their centre assessed mark(s), to assist them in considering whether to request a review of the centre's marking of the assessment. Students may also speak to their subject teacher following the issue of marks if they require any additional materials to assist them in considering whether to request a review of the centre's marking, such as; marked assessment material, personalised marking grids or breakdown of marks. Additional information may be viewed under supervised conditions.

3. Fullbrook will provide a clear deadline for candidates to submit a request for a review of the centre's marking. Requests will not be accepted after this deadline. Requests **must** be made in writing (by completing the form 8.1 'request form for an internal review of centre marks') by students, together with written confirmation by parents/carers within 5 calendar days of receiving mark(s). The administrative cost of a review of marking is £25, which is **payable at the time of requesting the review**.

4. Fullbrook will allow sufficient time (5 working days where possible) for the review to be carried out, to make any necessary changes to marks and to inform the student of the outcome, all before the awarding body's deadline.

5. Fullbrook will ensure that the review of marking is carried out by an assessor who has appropriate competence, has had no previous involvement in the assessment of that candidate and has no personal interest in the review.

6. Fullbrook will instruct the reviewer to ensure that the candidate's mark is consistent with the standard set by the centre.

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7. Fullbrook will inform the candidate in writing (by email) of the outcome of the review of the centre's marking.

8. The outcome of the review of the centre's marking will be made known to the head of centre. A written record of the review will be kept and made available to the awarding body upon request.

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

This policy will be reviewed annually. Date of next review is September 2027

A copy of the associated form is viewable on the next page.

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8.1 - Request form: Internal review of centre assessed marks for GCE and GCSE non-examination assessments 2026-2027

Review of Marking

FOR CENTRE USE ONLY	
Date received	

A review of (centre assessed) marking is to ensure that the mark scheme/criteria has been applied correctly and that the candidate's mark is consistent with the centre's marking standard.

The student's and parent's/carer's signatures are required as marks can go up, down or remain the same. The administrative fee is £25, which is payable at the time of requesting the review (by bank transfer). The outcome of the review will go directly to the Exams Office. The Exams Office will notify the student directly by email.

If you wish to request a review of centre assessed marks, please complete all sections of the form.

Review of marking – centre assessed marks Deadline: 5 days from receipt of mark(s) or, By the date specified on the student's 'Centre Assessed Marks' email for each subject (whichever is earliest)			
Student Name			
Candidate (exam) Number			
Email address *(for communicating information / outcome specific to this review request if different to student school email)*			
Exam Board(s)			
Subject(s)			
Component code(s)			
Grounds for requesting a review of marking of centre assessed marks. *(If necessary, please continue on an additional page if this form is being completed electronically, or overleaf if hard copy is being completed)*			
Fee enclosed		Payment Method	
Student Signature		Date	
Parent/carer Signature		Date	

This form must be signed, dated and returned to the exams office (exams@fullbrook.surrey.sch.uk) to the timescale indicated.

Appendix 6 – Internal Appeals Procedure and Policy 2026-2027

This procedure confirms Fullbrook's compliance with the JCQ's General Regulations for Approved Centres (section 5.3x) that the centre will:

- Have in place and available for inspection a written internal appeals procedure which must cover at least appeals regarding internal assessment decisions, access to post-result services and appeals, and centre decisions relating to access arrangements and special consideration

This procedure covers appeals relating to:

- Internal assessment decisions (centre assessed marks)
- Centre decisions not to support a clerical re-check, a review of marking, a review of moderation or an appeal
- Centre decisions relating to access arrangements and special consideration
- Centre decisions relating to other administrative issues

Appeals relating to internal assessment decisions (centre assessed marks)

Certain GCSE, GCE and other qualifications contain components of non-examination assessment (or units of coursework) are internally assessed (marked) by Fullbrook and internally standardised. The marks awarded (the internal assessment decisions) which contribute to the final grade of the qualification are then submitted by the deadline set by the awarding body for external moderation.

In accordance with the JCQ regulation that before submitting marks to the awarding body the centre must inform candidates of their centre assessed marks and allow a candidate to request a review of the centre's marking, candidates should follow the Fullbrook Non-Examination Assessment (NEA) Policy 2026-2027 in the first instance. This policy is contained in appendix 5 and outlines our processes in relation to marking and moderation of NEA and explains how to request a review of centre assessed marks.

Following an outcome for an internal review of centre assessed marks:

- If a candidate (or the candidate's parent/carer) disagrees with the decision made and reasonably believes that the centre has not complied with its responsibilities or followed due procedures, a written request setting out the grounds for appeal should be submitted.
- An internal appeals form should be completed and submitted within 7 calendar days of the decision being made known to the appellant.

To determine the outcome of the appeal, the head of centre will consult the respective JCQ publication(s) in conjunction with the Fullbrook policies, to confirm the centre has complied with the principles and regulations and followed due procedures.

The appellant will be informed of the outcome of the appeal within 30 calendar days of the appeal being received and logged by the centre.

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Appeals relating to the centre's decision not to support a clerical re-check, a review of marking, a review of moderation or an appeal

This procedure should be used for appeals against the centre's decision not to support a clerical re-check, review of marking, review of moderation or an appeal.

If the centre or a candidate (or his/her parent/carer) has a concern and believes a result may not be accurate, post-results services may be considered.

In the first instance following the issue of results, candidates should follow the procedures outlined for Enquiries about Results (EAR) and post-results services using the appropriate form(s) for EAR requests. Full details of these services, internal deadlines for requesting a service and fees charged are provided by the exams office for each exam series. Candidates are informed of the arrangements for post-results services and the availability of senior members of centre staff prior to the publication of results.

The JCQ post-results services currently available are detailed below.

Reviews of Results (RoRs):

- Service 1 (Clerical re-check)
    - This is the only service that can be requested for objective tests (multiple choice tests)
- Service 2 (Review of marking)
- Priority Service 2 (Review of marking)
    - This service is only available for externally assessed components of GCE A-level specifications (an individual awarding body may also offer this priority service for other qualifications)
- Service 3 (Review of moderation)
    - This service is not available to an individual candidate

Access to Scripts (ATS):

- Copies of scripts to support reviews of marking
- Copies of scripts to support teaching and learning

Fullbrook will consider each request for EAR individually based on (but not limited to); the marks awarded for each component part of the qualification alongside any mark schemes, relevant result reports, grade boundary information, exam scripts and correct application of the mark scheme, to determine if the centre supports any concerns. In cases where the centre do not believe that there are grounds for EAR, candidates will be informed.

Where a candidate disagrees with a centre decision not to support a request for EAR (clerical re-check, a review of marking or a review of moderation), the centre will:

- For a review of marking (RoR priority service 2), advise the candidate he/she may request the review by providing informed written consent completing the relevant form (and the required fee) for this service to the centre by the deadline set by the centre.

- For a review of marking (RoR service 1 or 2), first advise the candidate to access a copy of his/her script (where this will not prohibit the subsequent request for RoR) to support a review of marking by providing written permission for the centre to access the script by completing the relevant form (and any required fee for this service) for the centre to submit this request.
- After accessing the script to consider the marking, inform the candidate that if a request for a review of marking (RoR service 1 or 2) is required, this must be submitted by the deadline set by the centre by providing informed written consent using the relevant form (and the required fee for this service) for the centre to submit this request.
- Inform the candidate that a review of moderation (RoR service 3) cannot be requested for the work of an individual candidate or the work of a candidate not in the original sample.

If the candidate (or his/her parent/carer) believes there are grounds to appeal against the centre's decision not to support a review of results, an internal appeal can be submitted to the centre by completing the internal appeals form at least 7 calendar days prior to the internal deadline for submitting a request for a review of results/marks.

The appellant will be informed of the outcome of his/her internal appeal before the internal deadline for submitting a RoR.

Following the RoR outcome, an external appeals process is available if the head of centre remains dissatisfied with the outcome and believes there are grounds for appeal. The JCQ publications Post-Results Services and JCQ Appeals Booklet (A guide to the awarding bodies' appeals processes) will be consulted to determine the acceptable grounds for a preliminary appeal.

Where the head of centre is satisfied after receiving the RoR outcome, but the candidate (or his/her parent/carer) believes there are grounds for a preliminary appeal to the awarding body, a further internal appeal may be made to the head of centre. Following this, the head of centre's decision as to whether to proceed with a preliminary appeal will be based upon the acceptable grounds as detailed in the JCQ Appeals Booklet. Candidates or parents/carers are not permitted to make direct representations to an awarding body.

The internal appeals form should be completed and submitted to the centre within 7 calendar days of the notification of the outcome of the RoR. Subject to the head of centre's decision, this will allow the centre to process the preliminary appeal and submit to the awarding body within the required 30 calendar days of receiving the outcome of the review of results process. Awarding body fees which may be charged for the preliminary appeal must be paid to the centre by the appellant before the preliminary appeal is submitted to the awarding body (fees are available from the exams officer). If the appeal is upheld by the awarding body, this fee will be refunded by the awarding body and repaid to the appellant by the centre.

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Appeals regarding centre decisions relating to access arrangements and special consideration

This procedure confirms Fullbrook's compliance with JCQ's **General Regulations for Approved Centres** (section 5.3x) that the centre will:

- have in place and available for inspection a written internal appeals procedure which must cover at least appeals regarding... centre decisions relating to access arrangements and special consideration

Fullbrook will:

- comply with the principles and regulations governing access arrangements and special consideration as set out in the JCQ publications **Access Arrangements and Reasonable Adjustments** and **A guide to the special consideration process**
- ensure that all staff who manage and implement access arrangements and special consideration are aware of the requirements and are appropriately supported and resourced

Access arrangements and reasonable adjustments

In accordance with the regulations, Fullbrook:

- recognises its duty to explore and provide access to suitable courses, through the access arrangements process submit applications for reasonable adjustments and make reasonable adjustments to the service the centre provides to disabled candidates.
- complies with its responsibilities in identifying, determining and implementing appropriate access arrangements and reasonable adjustments

Failure to comply with the regulations have the potential to constitute malpractice which may impact on a candidate's result(s).

Examples of failure to comply include:

- putting in place access arrangements/adjustments that are not approved
- failing to consider putting in place access arrangements (which may be a failure to comply with the duty to make reasonable adjustments)
- permitting access arrangements/adjustments within the centre which are not supported by appropriate evidence
- charging a fee for providing reasonable adjustments to disabled candidates AARA (Importance of these regulations)

Special consideration

Where Fullbrook can provide signed evidence to support an application, it will apply for special consideration at the time of the assessment for a candidate who has temporarily experienced illness, injury or some other event outside of their control when the issue or event has had, or is reasonably likely to have had, a material effect on the candidate's ability to take an assessment or demonstrate his or her normal level of attainment in an assessment.

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Centre decisions relating to access arrangements, reasonable adjustments and special consideration

This may include Fullbrook's decision not to make/apply for a specific reasonable adjustment or to apply for special consideration, in circumstances where a candidate does not meet the criteria for, or there is no evidence/insufficient evidence to support the implementation of an access arrangement/reasonable adjustment or the application of special consideration.

Where Fullbrook makes a decision in relation to the access arrangement(s), reasonable adjustment(s) or special consideration that apply for a candidate or candidates:

- If a candidate who is the subject of the relevant decision (or the candidate's parent/carer) disagrees with the decision made and reasonably believes that the centre has not complied with its responsibilities or followed due procedures, a written request setting out the grounds for appeal should be submitted.
- An internal appeals form should be completed and submitted within 7 calendar days of the decision being made known to the appellant).

To determine the outcome of the appeal, the head of centre will consult the respective JCQ publication to confirm the centre has complied with the principles and regulations governing access arrangements and/or special consideration and followed due procedures.

The appellant will be informed of the outcome of the appeal within 30 calendar days of the appeal being received and logged by the centre.

If the appeal is upheld, Fullbrook will proceed to implement the necessary arrangements/submit the necessary application.

Appeals regarding centre decisions relating to other administrative issues regarding examination/assessment

Circumstances may arise that cause Fullbrook to make decisions on administrative issues that may affect a candidate's examinations/assessments.

Where Fullbrook may make a decision that affects a candidate or candidates:

- If a candidate who is the subject of the relevant decision (or the candidate's parent/carer) disagrees with the decision made and reasonably believes that the centre has not complied the regulations or followed due process, a written request setting out the grounds for appeal should be submitted.
- An internal appeals form should be completed and submitted within 7 calendar days of the decision being made known to the appellant.

The appellant will be informed of the outcome of the appeal within 30 calendar days of the appeal being received and logged by the centre.

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This policy complies with the publications below:

JCQ publications

- General Regulations for Approved Centres https://www.jcq.org.uk/exams-office/general-regulations
- Post-Results Services https://www.jcq.org.uk/exams-office/post-results-services
- JCQ Appeals Booklet (A guide to the awarding bodies' appeals processes) https://www.jcq.org.uk/exams-office/appeals
- Notice to Centres – Informing candidates of their centre assessed marks https://www.jcq.org.uk/exams-office/non-examination-assessments
- Suspected Malpractice: Policies and Procedures https://www.jcq.org.uk/exams-office/malpractice/
- Access Arrangements and Reasonable Adjustments https://www.jcq.org.uk/exams-office/access-arrangements-and-special-consideration/regulations-and-guidance/
- A guide to the special consideration process https://www.jcq.org.uk/exams-office/access-arrangements-and-special-consideration/regulations-and-guidance/

Ofqual publications

- GCSE (9 to 1) qualification-level conditions and requirements https://www.gov.uk/government/publications/gcse-9-to-1-qualification-level-conditions
- GCE qualification-level conditions and requirements https://www.gov.uk/government/publications/gce-qualification-level-conditions-and-requirements

This policy will be reviewed annually. Date of next review is September 2027

A copy of the associated form is viewable on the next page.

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Internal appeals form 2026-2027

Fullbrook
Inspired to Achieve

This form should be completed to make an internal appeal against centre decisions in relation to: internal assessment decisions; the centre's decision not to support a clerical re-check, review of marking, review of moderation or an appeal; access arrangements and special consideration. This form should only be completed following the centre's notification that such a request has not been supported by Fullbrook.

FOR CENTRE USE ONLY	
Date received	

The Exams Office will notify the student of the outcome directly by email.

Please tick box to indicate the nature of your appeal and complete all white boxes* on the form below

- ☐ Appeal against an internal assessment decision and/or request for a review of marking
- ☐ Appeal against the centre's decision not to support a clerical re-check, a review of marking, a review of moderation or an appeal
- ☐ Appeal against the centre's decision relating to access arrangements or special consideration
- ☐ Appeal against the centre's decision relating to an administrative issue

*Where the nature of the appeal does not relate directly to an awarding body's specific qualification, indicate N/A in awarding body specific detail boxes

This form must be submitted by the deadlines as specified in the Internal Appeals Policy			
Candidate/Student Name		Candidate (Exam) Number	
Email address			
Awarding Body (Exam Board)		Component/exam paper code	
Qualification type and Subject			
Component/exam paper title			
Grounds for internal appeal against centre decision. *(If necessary, please continue on an additional page if this form is being completed electronically, or overleaf if hard copy is being completed)*	(If applicable, tick below) ☐ Where my appeal is against an internal assessment decision, I have already received the outcome from an internal review of the centre's marking		
Candidate/Student Signature		Date:	
Parent/carer Signature		Date:	

This form must be signed, dated and returned to the exams office to the timescale indicated in the relevant appeals policy and procedure.

Appendix 7 – Special Consideration Policy 2026-2027

What is Special Consideration?
Special consideration is given to a candidate who has temporarily experienced illness, injury or some other event outside of their control **at the time of the assessment**. It is applied when the issue or event has had, or is reasonably likely to have had, a material effect on a candidate's ability to take an assessment or demonstrate his or her normal level of attainment in an assessment.

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

A centre must decide whether the candidate meets the published criteria for special consideration. An awarding body cannot determine the candidate's eligibility and make the decision for the centre.

Applications must only be processed where they are supported by the centre and the candidate meets the published criteria for special consideration with evidence in place.

If the centre does not support an online application for special consideration, then it must not be submitted to the relevant awarding body or bodies. Speculative applications for special consideration cannot be accepted.

Where a candidate does not meet the published criteria for special consideration, the awarding body will reject the application and provide clear reasons for doing so.

Centres must not submit applications for special consideration for trivial cases

Special consideration can go some way to assist a candidate affected by a potentially wide range of difficulties, emotional or physical, which may influence performance in their examinations. It cannot remove the difficulty faced by the candidate. This means that there will be some situations where candidates should not be entered for an examination. This is because only minor adjustments can be made to the mark awarded. To make larger adjustments would jeopardise the standard of the examination. (JCQ's **A guide to the special consideration process**, section 1)

This publication is further referred to in this policy as SC

Purpose of the policy
The purpose of this policy is to identify roles and responsibilities in the special consideration process and confirms that Fullbrook will submit any applications for special consideration where candidates meet the published criteria. (JCQ's General Regulations for Approved Centres, section 5.9)

Eligibility for special consideration

Roles and responsibilities
Head of Centre

- Is familiar with the contents, refers to and directs relevant centre staff to the annually updated JCQ publication SC
- Ensures that, where relevant and in eligible situations, applications for special consideration will be submitted to awarding bodies by the Exams Officer

Exams Officer

- Understands the criteria as detailed in SC to determine where candidates will/will not be eligible for special consideration
- Ensures that, where relevant and in eligible situations, applications for special consideration will be submitted to awarding bodies

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Teaching/Pastoral staff and/or SENCo

- Provide any appropriate evidence or information that may be required to determine a candidate's eligibility for special consideration

Candidates (or parents/carers)

- Provide any medical or other evidence that may be required to determine eligibility for special consideration

Applying for special consideration

Where eligible, special consideration will be applied for at the time of the assessment/exam where candidates; have been fully prepared and have covered the whole course but performance in the examination, or in the production of coursework or non-examination assessment, is materially affected by adverse circumstances beyond their control. (SC, section 2)

For candidates who are present for the assessment but disadvantaged Fullbrook must be satisfied that there has been a material detrimental effect on candidate examination performance or in the production of coursework or non-examination assessment. (SC, section 3)

1. Where a candidate may arrive for an exam and is clearly unwell, extremely distressed and/or may have sustained an injury that requires emergency access arrangements to be put in place:
   - the candidate will be kept comfortable and under centre supervision from the required time while appropriate arrangements are put in place for the candidate to take the exam in the best possible conditions
   - a judgement will be made on how the candidate's situation or disposition affected performance in the exam
   - where appropriate and where eligible, special consideration will be applied for

2. Where candidates may be affected by a major disturbance in the exam room (emergency evacuation etc.), special consideration will be applied for on behalf of all candidates that have been disadvantaged.

3. Where a candidate takes multiple exams (three or more exams) timetabled for the same day and the total duration for those papers is more than 6 hours for GCE (A Level and Level 3) exams or more than 5 hours 30 minutes for GCSE (and Level 1/Level 2) exams including any approved extra time but not any time taken for supervised rest breaks, special consideration for an allowance on the last paper taken will be applied for.

4. Where a candidate may be affected by a minor disturbance in the exam room caused by another candidate (momentary bad behaviour, phone ringing etc.), special consideration **cannot** be applied for.

The centre must not submit applications for special consideration for trivial cases.
Examples of trivial cases which would not warrant special consideration include, but are not limited to:

- A bird tweeting outside the examination room
- A lorry reversing
- A toilet being flushed
- Doors in a corridor adjacent to the examination room opening and closing
- Very short, momentary noise from, for example, aeroplanes, helicopters or lawn mowers (SC 1)

If a candidate is absent from a timetabled component/unit for acceptable reasons, and the centre can support this, special consideration will be applied for if the exam missed is in the terminal series and the minimum requirements for enhanced grading in cases of acceptable absence can be met. For unitised examinations taken in an examination series prior to certification, candidates must be re-entered for any missed units at the next assessment opportunity. Unless there are difficulties arising, e.g. group performances which cannot be repeated, special consideration will not be awarded. (SC, section 4).

Where other issues or problems affect a candidate or a group of candidates, special consideration will be explored in SC 5 and applied for where eligible. This might include, for example:

- other certification
- shortfall in work (coursework/non-examination assessment)
- lost or damaged work (non-examination assessment components)
- candidates issued with an incorrect or incomplete question paper, set the wrong coursework or non-examination assessment task or taught the wrong set text

Where a candidate may be eligible for special consideration (a post assessment adjustment) in other vocational qualifications, the centre will follow SC 7 and awarding body guidance to determine if, when and how an adjustment can be applied for.

Processing applications for special consideration

Roles and responsibilities

Head of Centre

- Ensures, before any applications are processed, that the centre is satisfied that the candidates' circumstances warrant special consideration, as set out within the JCQ document A guide to the special consideration process
- Ensures that any applications for special consideration where candidates meet the published criteria and are sufficiently evidenced will be submitted to the relevant awarding body
- Ensures that all eligible applications will be supported by signed evidence produced by a member of the senior leadership team

Senior Leadership Team

- Produce signed evidence in support of all eligible applications
- Authorises appropriate evidence to support all eligible applications
- Ensures that if the centre does not support an application for special consideration, it will not be submitted to the relevant awarding body

Exams Officer

- Understands that special consideration must be applied for at the time of the assessment
- Understands that special consideration cannot be applied in a cumulative fashion and that where a candidate may be affected by different indispositions, special consideration should only be applied for the most serious indisposition
- Ensures applications will be processed as required by the awarding bodies
- Keeps evidence to support all applications on file until after the publication of results and provides the signed evidence authorised/provided by a member of the senior leadership team to support an application where this may be requested by an awarding body
- Meets the required deadline(s) for submitting applications
- Informs candidates when an application for special consideration is submitted to the awarding body

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Teaching/Pastoral staff and/or SENCo

- Provide any appropriate evidence or information that may be required to support a candidate's application for special consideration

Candidates (or parents/carers)

- Will be asked to provide any required medical or other evidence that may be required to support an application for special consideration
- Will be informed that all cases must be dealt with by the centre

Submitting applications for special consideration

Where a candidate or group of candidates is/are eligible for special consideration, applications will be submitted to the relevant awarding body following the published processes in SC.

The candidate/candidates will be informed when an application for special consideration is submitted to the awarding body (to ensure compliance with the UK GDPR/Data Protection Act 2018).

Evidence to support all applications will be kept on file until after the publication of results.

Timetabled written exams

- For GCE (a-Level) and GCSE qualifications, applications for individual candidates will be submitted online by logging into the relevant awarding body secure extranet site and following the links to special consideration
- The processes for submitting a single application to cover all exams affected where a candidate is present but disadvantaged and a separate application for each day on which exams are missed where a candidate is absent from an examination for an acceptable reason detailed in SC 6 will be followed
- The form 14 **Self certification form** (Self certification for candidates who have missed an examination) will only be completed by a candidate where circumstances warrant this and will not be used where the centre already has evidence demonstrating that the candidate was ill

Internally assessed work

- Where appropriate, applications will be made online where the awarding body's secure system accepts them or form 10 will be completed and submitted to the awarding body
- Where an application relates to a shortfall in work for an individual candidate, this will be submitted online or by completing form 10, dependent on the awarding body

Private candidates

- Any private candidate entered by the centre must liaise with the Exams Officer (not the awarding body) regarding any application for special consideration

Late applications

If, after the publication of results for a particular exam series, a claim is made that special consideration was not applied for at the time of an assessment where a candidate was eligible, the claimant will be informed that late applications will only be accepted by an awarding body in the most exceptional circumstances and where a member of the senior leadership team is able to produce compelling evidence to support a late application.

The application must be submitted before the deadline for reviews of results for the respective exam series.

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Appendix 8 – Emergency Evacuation Policy - Exams

Fullbrook 64918

Emergency evacuation procedure for examinations

When dealing with emergencies you **must** be aware of any instructions from relevant local or national agencies.

Reference should also be made to the following document –

https://www.gov.uk/government/publications/bomb-threats-guidance/procedures-for-handling-bomb-threats

https://www.protectuk.police.uk/

The invigilator **must** take the following action in an emergency such as a fire alarm or a bomb alert.

- Stop the candidates from writing and note the time.
- Advise candidates to leave all question papers and scripts in the examination room, Candidates must be advised to close their answer booklet.
- Lead Invigilator in Sports Hall (or other main exam room), liaise with smaller rooms.
- Collect the attendance register (**in order to ensure all candidates are present**), pen and phone.
- Evacuate the examination room in line with the instructions given by the appropriate authority. Exams Officer will provide instruction to main exam room. In the event of Exams Officer not being able to reach the main exam room, the Lead Invigilator should commence evacuation.
- Candidates should leave the room in silence.
- Make sure that the candidates are supervised as closely as possible while they are out of the examination room to make sure there is no discussion about the examination. Invigilators should be spaced out along the line of students.
- Assemble at designated evacuation point. Take register and advise Exams Officer of evacuation.
- When retuned to exam room, note the duration from time of alarm to re-start of exam time and allow candidates the full working time for the examination.
- If there are only a few candidates, consider the possibility of taking the candidates (with question papers and scripts) to another place to finish the examination.
- Make a full report of the incident and of the action taken (including all relevant timings). Lead Invigilator for each room should note this in the incident log and on the master seating plan. The Examinations Officer will compile report and send to the relevant awarding body.

For on-screen assessments:

- candidates must be closely supervised if an emergency evacuation of the assessment room occurs

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- invigilators should refer to any software specific instructions to safeguard the security of the assessment content and candidates' responses (For example, pausing the assessment for all candidates and locking the evacuated assessment room without closing down the software)
- invigilators should understand the procedures for re-starting an on-screen assessment after an emergency evacuation of the assessment room, controlling the re-starting of the assessment, re-setting the timing and ensuring, where appropriate, candidates can access their previous responses

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Appendix 9: Escalation Policy

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 and assessment administration, be absent, to ensure the continued compliance with JCQ and subject specific regulations.

Before examinations (Planning)

In the event of the absence of the head of centre or the member of senior leadership with oversight of examination and assessment administration, responsibility for implementing JCQ regulations and requirements relating to activity prior to examinations will be escalated to a) the Head of School or b) the Vice Principal responsible for curriculum.

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

- General Regulations for Approved Centres
- AI Use in Assessments: Your role in protecting the integrity of qualifications
- Guidance for centres on cyber security
- Instructions for conducting examinations
- Access Arrangements and Reasonable Adjustments
- Instructions for conducting coursework
- Instructions for conducting non-examination assessments (GCE/GCSE and VTQs)
- Suspected Malpractice – Policies and Procedures
- A guide to the special consideration process
- Notice to Centres – Informing candidates of their centre-assessed marks
- Plagiarism in Assessments – Guidance for Teachers/Assessors

Main duties and responsibilities relate to:

- Centre status
- Confidentiality
- Communication
- Recruitment, selection and training of staff
- Third party arrangements
- Resilience and contingency arrangements
- Retention of candidates' work
- Cyber Security
- External and 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 and other information requests
- Centre inspections

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Additional JCQ publication for reference:

- Centre Inspection Service

- Policies (communicated and 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

- Personal data, freedom of information and copyright

<u>Fullbrook Centre-specific information for reference</u>

- Examinations Policy (including conflicts of interest and malpractice)
- NEA Policy and Review of marking of centre marks for GCE and GCSE non-examination assessments policy
- Vocational Qualifications Assessments Policy

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 and assessment administration, responsibility for implementing JCQ regulations and requirements relating to entries and exam preparation will be escalated to a) the Principal or b) the Vice Principal responsible for curriculum.

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 (including ensuring appropriate controls are in place which allow accurate entries to be submitted to the awarding bodies)

  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 (including ensuring that candidates' work is backed-up and considering the contingency of candidates' work being backed-up in the event of IT system corruption and cyber-attacks, and ensuring appropriate controls are in place which allow candidate's work to be authenticated and accurate internally assessed marks to be submitted to the awarding bodies; declaring any conflicts of interest to the relevant awarding body

before the published deadline for entries for each examination series, i.e. where a member of staff assesses a candidate with whom they have a close personal relationship)

Additional JCQ publication for reference:
- Guidance Notes – Centre Consortium Arrangements

- Candidate information

  Additional JCQ publications for reference:
  - Information for candidates documents
  - Exam Room Posters

Fullbrook Centre-specific information for reference

- Examinations Policy (including conflicts of interest and malpractice)
- NEA Policy and Review of marking of centre marks for GCE and GCSE non-examination assessments policy
- Vocational Qualifications Assessments Policy

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 and assessment administration, responsibility for implementing JCQ regulations and requirements relating to during exam time will be escalated to a) the Principal or b) the Vice Principal responsible for curriculum.

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
- Access Arrangements and Reasonable Adjustments (sections 6-8)
- A guide to the special consideration process

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

Fullbrook Centre-specific information for reference

- Examinations Policy (including conflicts of interest and malpractice)
- NEA Policy and Review of marking of centre marks for GCE and GCSE non-examination assessments policy
- Vocational Qualifications Assessments Policy

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 and assessment administration, responsibility for implementing JCQ regulations and

requirements relating to after examinations will be escalated to a) the Principal or b) the Vice Principal responsible for curriculum.

As a contingency, the centre has at least one senior member of staff (senior designated contact) who is available to manage emergency requests from awarding bodies that are results related during the summer holidays. The National Centre Number Register is provided with the senior designated contact details (this might include a personal mobile number and/or email address). These are the contact details of someone who can be reached in an emergency if the centre is closed over the summer and who can mobilise resources to respond to the issue. (GR 3.35, 5.3)

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

<u>Fullbrook Centre-specific information for reference</u>

- Examinations Policy (including conflicts of interest and malpractice)
- NEA Policy and Review of marking of centre marks for GCE and GCSE non-examination assessments policy
- Vocational Qualifications Assessments Policy

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Appendix 10: Vocational Qualifications Assessment Policy 2026-2027

Nominated Lead Member of Staff:	Mrs L Seddon
Status & Review Cycle:	Annually
Next Review Date:	October 2027

Vocational Qualifications: Assessment Policy

These policies should be read in conjunction with the following centre policies:

- Examination Policy
- Review of Marking of centre assessed marks for GCE and GCSE non-examination assessments Policy
- Non-Examination Assessment Policy
- Malpractice Policy
- Other qualification specific processes/policies

Fullbrook policies can be viewed in full here https://fullbrook.surrey.sch.uk/statutory-sen-information/

Contents

1. Registration and Certification Policy
2. Assessment Policy
3. Distance Learning Policy
4. Internal Verification and Standardisation Policy
5. Appeals Policy

1. Registration and Certification Policy

Aim:

- To ensure that all learners are registered to the correct course(s) in accordance to agreed timescales and published deadlines.
- To ensure that learner certificates are claimed within the published deadlines and guidance for valid certification.
- To construct a secure, accurate and accessible audit trail to ensure that individual learner registration and certification claims can be tracked to the certificate which is issued for each learner.

In order to do this, the centre will:

- Register each learner within the awarding body requirements

- Register each learner on the appropriate course code, before any assessment activity is completed
- Provide a mechanism for course teams to check the accuracy of learner registrations and external assessment entries
- Make each learner aware of their registration status
- Inform the awarding body of withdrawals, transfers or changes to learner details
- Ensure that certificate claims are timely and based solely on internally verified assessment records
- Audit certificate claims made to the awarding body
- Audit the certificates received from the awarding body to ensure accuracy and completeness
- Keep all records safely and securely for the required time post certification as published by the awarding body, which may be course specific.

Roles, Responsibilities and Process

Learner Enrolment, Induction and Registration

All learners undertaking vocational qualifications must be registered to the correct programme when they commence the course, in accordance with awarding body timescales and published deadlines and receive an induction to the course so they may take ownership of their qualification:

- As part of the annual qualifications planning, the Exams Officer (EO) will request and confirm all course programme details from subject leaders (and/or Heads of Faculty), to include; course codes and details for individual learners to be registered.
- Programme/Course leaders (Lead IVs/Assessors) and Head of Faculty (HoF) communicate full details for any new courses together with list of student(s) to be registered.
- Programme/Course leaders communicate requirements for external unit entries to EO.
- EO registers new learners with the awarding body by the published deadline (usually in the Autumn term) and confirms this process is complete to programme/course leaders. EO provides list of active learners to programme leaders.
- Programme Leaders check the active learners supplied by the EO and immediately inform of any anomalies. Appropriate amendments are made and any data anomalies regarding learner details are checked with the Data Manager (DM). Where amendments have been made a final list of active learners is supplied to programme leaders who sign/send email of authorisation to confirm accuracy and return to the EO to maintain as part of the audit trail.
- When appropriate (as directed by the assessment plan and the Lead IV/Assessor), the EO will enter/schedule learners for internal and external components/units. Entry lists will be checked and verified by the programme leader(s) who will sign/send email authorisation to EO to confirm entries are correct, as part of the audit trail.
- Should any learner be required to register part way through a course this must be done in accordance with the above. Learners may only be registered late if extenuating

circumstances prevented the learner from being registered at the start of the course, for example; new admission to the centre.

- Programme leaders are responsible for communicating to learners about their registration status and the units that they have been entered for (including providing details to learners for their external assessment).
- Programme Leaders are responsible for delivering course induction to learners to include:
    - Learning contract/agreement between Fullbrook and Learner
    - Information about the qualification (course specification) including how it will be delivered
    - Provide access to the Fullbrook's complaints and appeals policies (via the main Fullbrook website)
    - Identify learners who need reasonable adjustments (and advise the SENCO and EO so applications can be made for EAA)

Amendments, Transfers and Withdrawals

- Programme Leader(s) and Data Manager keep EO informed of any changes in learner details and the EO ensures timely communication to awarding body of any amendments to learner details, registrations or entries.
- Transfers between programmes at the centre is only permissible where the awarding body course registration and withdrawal deadlines are met. Transfer between centres is only permissible where the awarding body criteria for transfer is met. It is the responsibility of the programme leader(s) to advise the EO of any required transfers and to ensure that information relating to the learners' position and progress (together with relevant achievement records) are also transferred to the appropriate organisation.
- Programme leaders inform the EO of any occurrence where a learner leaves the course before completion and the EO communicates and processes withdrawals with the awarding body by the appropriate means. This is recorded and held securely as part of the audit trail.

Certification of Learners

Prior to certification:

- The learner must have completed all necessary components/units of the course
- All internal verification/standardisation procedures must have occurred
- External moderation, sampling and standardisation activity has occurred in line with awarding body requirements
- Any amendments or additional actions identified in the SV report have been actioned and confirmed

Process for accurately claiming valid certification:

- Programme leader(s) ensure that all marks/grades for each learner on the programme records are cross-checked for accuracy (Lead IV/Assessor and Moderator – overseen by Head of Faculty).

- Lead IV/Assessor submits the centre assessed grades and evidence (where required) for internally assessed components by the awarding body specified deadline.
- All certification claims must be completed in accordance with the deadlines published by the awarding body. Unit claims are made in a timely manner via awarding body secure sites in accordance with awarding body guidelines. (Certification must be complete by the final deadline during the summer term)
- All certificates received by the centre are checked in the Exams Office by two team members to ensure accuracy and completeness. A record of certificate inventory is maintained and held as part of the audit trail.

Audit Record

- The programme leaders ensure an audit trail of leaner assessment and achievement is maintained, accessible, accurately reflects all learners who are registered and supports certification claims
- The EO records and maintains an end to end audit trail of registrations, entries and certification.
- The EO and course leaders review implementation of procedures at key points throughout the academic year for all vocational programmes.
- Senior Leadership Team, (SLT) and Head of Centre (HoC) ensure that policies and procedures are regularly reviewed and implemented. SLT and HoC oversee the EO working with programme leaders to ensure that awarding body deadlines are met whilst adhering to all regulations.

2. Assessment Policy

Aim:

- To ensure that assessment methodology is valid, reliable and does not disadvantage or advantage any group of learners or individuals.
- To ensure that the assessment procedure is open, fair and free from bias and to national standards.
- To ensure all learners are given appropriate induction to the course and take ownership of their qualification.
- To ensure that there is accurate and detailed recording of assessment decisions.

In order to do this, the centre will:

- Ensure that learners are provided with teaching and tasks that are fit for purpose, where required are given awarding body assignment briefs in a timely manner to enable them to produce appropriate evidence for assessment.
- Assess learner's work and evidence using the published assignment briefs, assessment and grading criteria, where supplied by awarding bodies.
- Ensure that assessment decisions are impartial, valid and reliable.
- Not limit or 'cap' learner achievement if work is submitted late.
- Develop assessment procedures that will minimise the opportunity for malpractice.
- Maintain accurate and detailed records of assessment decisions.
- Maintain a robust and rigorous internal verification procedure.

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- Provide samples as directed by the awarding body as part of their External Quality Assurance process.
- Monitor standardisation reports and undertake any remedial action required.
- Share good assessment practice between all vocational course programme teams.
- Ensure that assessment methodology and the role of the assessor are understood by all staff involved with the qualification.
- Provide resources to ensure that assessment can be performed accurately and appropriately.

3. Distance & Blended Learning Policy

Aims:

- To ensure that distance/blended learning delivery meets the guidelines set by the awarding organisation.
- To ensure that assessment methodology is valid, reliable and does not disadvantage any group or individual learners.

In order to do this the centre will:

- Ensure that teaching/delivery/assessment staff are timetabled to support blended learning when learners are working remotely
- Ensure there is a process to manage feedback on assignments, questions are constructively answered, and feedback is provided in a timely manner
- Ensure the setting of assignments is undertaken in the face-to-face sessions and that deadlines are clear
- Ensure that when learners submit work measures are taken to ensure the work is authentic and has been completed by the learner
- Maintain and store securely all assessment and internal verification records in accordance with awarding organisation regulations.

4. Internal Verification and Standardisation Policy

Aim:

- To ensure that IV is valid, reliable and covers all assessors and programme activity.
- To ensure that the IV procedure is open, fair and free from bias.
- To ensure that there is accurate and detailed recording of IV decisions.

In order to do this, the centre will:

- Ensure that all centre assessment instruments and methods are verified as fit for purpose.
- Verify an appropriately structured sample of assessor work from all programmes, sites and teams, to ensure centre programmes conform to awarding body requirements.
- Plan an annual internal verification schedule, linked to assignment plans.
- Define, maintain and support effective internal verification roles.

- Ensure that identified staff will maintain secure records of all internal verification activity.
- Brief and train staff of the requirements for current internal verification procedures.
- Promote internal verification as a development process between staff.
- Provide standardised IV documentation.
- Use the outcome of internal verification to enhance future assessment practice.

5. Vocational Learners' Appeals Policy

This policy should be read in conjunction with the 'Review of marking of centre marks for GCSE and GCSE non-examination assessment Policy' – which will apply to vocational courses with internally assessed components.

Aim:

- To enable the learner to enquire, question or appeal against an assessment decision.
- To attempt to reach agreement between the learner and the assessor at the earliest opportunity.
- To standardise and record any appeal to ensure openness and fairness.
- To facilitate a learner's ultimate right of appeal to the awarding body, where appropriate.
- To protect the interests of the learners and the integrity of the qualification.
- To ensure that non-examined assessment is fairly and consistently marked by staff in accordance with the awarding organisation's specification and course-specific documentation.

In order to do this, the centre will:

- Inform the learner at the induction of the Appeals Policy and procedures, including internal appeal/review of centre assessed marks and, appeals to the awarding organisation.
- Inform leaners of their non-examined assessment marks (not grades) so they may request a review of the centre's marking before marks are submitted to an awarding body. Clear internal deadlines and guidelines are communicated to learners for the internal review process.
- Review of marking of centre assessed marks will follow the centre policy for 'Review of marking of centre marks for GCSE and GCSE non-examination assessments'
- Record, track and validate any appeal/internal review.
- Forward an appeal to the awarding body when a learner considers that a decision continues to disadvantage her/him after the internal appeals process has been exhausted.
- Keep appeals records for inspection by the awarding body for in line with their requirements and for not less than 18 months.
- Have a staged appeals procedure.
- Take appropriate action to protect the interests of other learners and the integrity of the qualification, when the outcome of an appeal questions the validity of other results.
- Monitor appeals to inform quality improvement.

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Learners can only appeal on the following grounds:

- Internal reviews of marking may be requested if a learner has grounds to believe that the marking criteria has not been applied correctly. Students should follow the centre 'Internal Reviews of Centre Marks Policy'.
- Appeals may be requested If:
    - The learner has grounds to demonstrate that the grading criteria has been met
    - The learner has grounds to demonstrate bias or that the centre's assessment/examination policies have not be adhered to.

Appeals Procedure:

- The Exams Officer is responsible for the management of internal appeals.
- Appeals documentation must be kept for the period of time as required by the awarding body for the vocational qualification of the appeal.
- Learners should use the relevant centre review and appeal forms at each stage of the process.

Stage 1: Informal discussion between learner and assessor. If a resolution is found, written record of the discussion will form part of best practice. If a resolution is not found, the written record will be passed to the Head of Faculty.

Stage 2: Formal review when Head of Faculty and IV/lead assessor review the assessment decision. Students will be allowed representation by a parent/carer if requested. A written response outlining the outcome and reason for the outcome will be given to the learner within 5 working days.

Stage 3: Appeal hearing. The learner must apply to the Head of Centre within 10 working days of the initiation of Stage 2 formal review. An appeal panel appointed by Head of Centre and consisting of at least 3 people (at least one of whom should not have been involved in the assessment decision) will meet and review the evidence. A written response will be given to the learner within 3 working days of the hearing.

Stage 4: External appeal. The grounds for the appeal plus supporting documentation must be submitted to the awarding organisation for the course as required and by the published deadlines. Fees are applicable in most cases unless the appeal is upheld.

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Appendix 11: Whistleblowing (in exams) Policy 2026-2027

This policy is directly in relation to whistleblowing in exams and should be read in conjunction with the Learning Partners Trust Whistleblowing Policy

https://www.learningpartners.org/346/key-information/category/36/policies-1

Introduction

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

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

All staff involved in the administration and conduct of examinations and assessments are made aware that concerns relating to malpractice, maladministration, examination security, safeguarding, fraud, or other regulatory breaches may constitute a protected disclosure under the Employment Rights Act 1996. Staff raising concerns in the public interest will be protected from detriment or unfair treatment in accordance with the centre's whistleblowing procedures and applicable employment legislation. The centre will ensure that all concerns are investigated promptly, fairly, and confidentially.

This whistleblowing policy also includes **exam-related concerns**, including:

- Candidate malpractice
- Staff malpractice
- Maladministration
- Confidential material breaches
- Access arrangements
- Results and post-results services
- Safeguarding during examinations
- Cybersecurity incidents affecting examinations

In compliance with section 5.11 of the JCQ's **General Regulations for Approved Centres**[1], Fullbrook will:

- take all reasonable steps to prevent the occurrence of any malpractice (which includes maladministration) before, during and after assessments have taken place
- inform the awarding body **immediately** of any alleged, suspected or actual incidents of malpractice or maladministration, involving a candidate or a member of staff, by completing the appropriate documentation
- as required by an awarding body, gather evidence of any instances of alleged or suspected malpractice (which includes maladministration) in accordance with the JCQ publication **Suspected Malpractice: Policies and Procedures**[2] and provide such information and advice as the awarding body may reasonably require

This policy requirement has been added within **General Regulations for Approved Centres** in response to the recommendations within the report of the *Independent Commission on Examination Malpractice*[3].

[1] Reference www.jcq.org.uk/exams-office/general-regulations/
[2] Reference www.jcq.org.uk/exams-office/malpractice/
[3] Reference www.gov.uk/government/news/independent-commission-on-examination-malpractice

This policy sets out the whistleblowing procedures (in relation to exams) at Fullbrook. Any instances of malpractice will be escalated to the relevant awarding body/bodies.

This policy also sets out the principles which allow members of centre staff and students to feel confident in reporting instances of actual, alleged or suspected malpractice to relevant members of senior leadership.

Purpose of the policy

This policy:

- encourages individuals to raise concerns, which will be fully investigated by appropriately trained and experienced individuals
- identifies how to report concerns
- explains how such concerns will be investigated and sets expectations regarding the reporting of outcomes
- provides details of relevant bodies to whom concerns about wrongdoing can be reported, including awarding organisations and regulators
- includes a commitment to do everything reasonable to protect the reporter's identity, if requested
- sets out how those raising concerns will be supported.

This policy also details the steps that could be taken by an individual involved in the management, administration and/or conducting of examinations if Fullbrook fails to comply with its obligation to report any alleged, suspected or actual incidents of malpractice or maladministration.

The Whistle-blower

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

If the person raising the issue is a worker, this will be considered as whistleblowing. This includes agency staff and contractors.

Exams office staff can make a protected disclosure if they reasonably believe that one or more of the following has occurred, is occurring, or is likely to occur:

- A criminal offence
- A failure to comply with a legal obligation
- A miscarriage of justice
- A danger to health and safety
- Damage to the environment

The deliberate concealment of information relating to any of the above

Reporting

If a member of centre staff involved in the management, administration and/or conducting of examinations (such as exams officer, exams assistant or invigilator), a student or a member of the public (such as a parent/carer) has a concern or reason to believe that malpractice has or will occur in an examination or assessment, concerns should normally be raised initially with the exams officer or the member of the senior leadership team with oversight of examinations.

However, there may be times when it may be more appropriate to refer the issue direct to the governing board, most often when the allegation is against the head of centre.

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Examples of malpractice

In addition to the centre wide Whistleblowing Policy, this exams-specific policy, includes reference to exams-related breaches including, but not limited to, the following:

- (Deliberate) failure to comply with exam regulations as set out by the Joint Council for Qualifications (JCQ) and its awarding bodies
- (Failing to report) a security breach of the examination paper
- Conduct of centre staff which undermines the integrity of the examination
- Unfair treatment of candidates by either giving an advantage to a candidate/group of candidates (e.g. by permitting a candidate an access arrangement which is not supported by appropriate evidence), or disadvantaging candidates by not providing access to the appropriate conditions/access arrangements (providing a 'level playing field')
- Allowing unauthorised access to confidential examination materials
- Falsifying candidate records
- Manipulating examination results
- Possible fraud and corruption (e.g. accessing the exam paper prior to the exam to aid teaching and learning)
- Concealing/failing to report suspected malpractice
- Failure to comply with exam board/JCQ requests
- Abuse of authority (e.g. the head of centre/members of the senior leadership team overriding JCQ and awarding body regulations)
- Other conduct which may be interpreted as malpractice/maladministration

Whistleblowing procedure

If the individual does not feel safe raising the issue/reporting malpractice within the centre, or they have done so and are concerned that no action has been taken, that individual could consider making their disclosure[4] to a malpractice expert at the awarding body for the qualification where malpractice is suspected.

For members of centre staff, it is likely that the Public Interest Disclosure Act (PIDA)[5] offers you legal protection from being dismissed or penalised for raising certain serious concerns ('blowing the whistle'). Whistleblowing rights under PIDA are day one rights[6]. This means that the worker does not need the same two years' service that is needed for other employment rights.

In order to investigate concerns effectively, the awarding body should be provided with as much information as possible/is relevant, which may include:

- The qualifications and subjects involved
- The centre involved
- The names of staff/candidates involved
- The regulations breached/specific nature of suspected malpractice
- When and where the suspected malpractice occurred
- Whether multiple examination series are affected
- If the issue has been reported to the centre and what the outcome was
- How the issue became apparent

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[4] Reference www.jcq.org.uk/knowledge-hub/public-interest-disclosure-act-whistleblowing/
[5] Reference **Public Interest Disclosure Act 1998** https://www.jcq.org.uk/knowledge-hub/public-interest-disclosure-act-whistleblowing/ and www.legislation.gov.uk/ukpga/1998/23/contents
[6] Reference www.acas.org.uk/whistleblowing-at-work
[7] Reference www.ocr.org.uk/administration/general-qualifications/assessment/malpractice/whistleblowing/
[8] Reference www.gov.uk/guidance/ofquals-whistleblowing-policy
[9] Reference www.gov.uk/government/publications/blowing-the-whistle-list-of-prescribed-people-and-bodies--2

Members of the public are not protected by PIDA, but the awarding body will make every effort to protect their identity if that is what they wish, unless the awarding body is legally obliged to release it[7].

Alternatively, a worker could consider making a disclosure to Ofqual[8] as a prescribed body for whistleblowing to raise a concern about wrongdoing, risk or malpractice.

Anonymity

In some circumstances, the whistle-blower might find it difficult to raise concerns with the nominated member of the senior leadership team. If a concern is raised anonymously, the issue may not be able to be taken further if insufficient information has been provided. In such instances, and if appropriate, the allegation may be disclosed to a union representative, who could then be required to report the concern without disclosing its source. Alternatively, whistle-blowers or others with concerns about potential malpractice can report the matter direct to Ofqual, who is identified as a 'prescribed body'[9]. Awarding organisations are not prescribed bodies under whistleblowing legislation; however, awarding organisation investigation teams do give those reporting concerns the opportunity for anonymity.

A whistle-blower can give his/her name, but may also request confidentiality; the person receiving the information should make every effort to protect the identity of the whistle-blower.

Students

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

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[8] Reference www.gov.uk/guidance/ofquals-whistleblowing-policy
[9] Reference www.gov.uk/government/publications/blowing-the-whistle-list-of-prescribed-people-and-bodies--2[7]

Appendix 12 - Fullbrook Conflicts of Interest Policy 2026-2027

The Centre will at all times adhere to JCQ and awarding body guidance for the monitoring and reporting of conflicts of interest.

Purpose of the policy
The purpose of this document is to explain the process that Fullbrook takes regarding identifying, recording and informing the awarding bodies of conflicts of interest before the published deadline for entries for each examination series.

The Centre will inform the awarding bodies of:

1. Any members of Centre staff who are taking qualifications at their own Centre which include internally assessed components/units
2. Any members of Centre staff who are teaching and preparing members of their family (which includes step-family, foster family and similar close relationships) or close friends and their immediate family (e.g. son/daughter) for qualifications which include internally assessed components/units (this also extends to staff conducting internally assessed or externally assessed speaking, listening or oracy components/units),

and maintains clear records of all instances where:

3. Exams office staff have members of their family (which includes step-family, foster family and similar close relationships) or close friends and their immediate family (eg son/daughter) being entered for examinations and assessments either at the Centre itself or other Centres
4. Centre staff are taking qualifications at their centre which do not include internally assessed components/units
5. Centre staff taking qualifications at other Centres
6. Centre staff who are contracted by an awarding body to create and produce questions papers, therefore having sight of live assessment materials
7. Invigilators who have members of their family or close friends/other close relationships being entered for examinations at the Centre
8. Head of Centre who has members of their family being entered for examinations at the Centre.

The Examinations Officer will collect and record all conflicts of interest that meet the above outlined criteria on behalf of the Head of Centre, and;

- report to the awarding bodies any Centre staff identified in points 1 and 2
- mitigate for and maintain clear records of Centre staff identified in points 3, 4, 5, 6, 7 and 8 which will be held for inspection purposes.
- All records will be retained until the deadline for reviews of marking has passed or until any appeal, malpractice or other results enquiry has been completed, whichever is later

The Examinations Officer will inform the Head of Centre of all Conflicts of Interest.

Where Centre staff are identified in point 2, the following mitigating controls will be in place:

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- They will not be present in the room/venues where a non-examination assessment is taking place
- They will not have any involvement in the marking/moderation of the non-examination assessment. Other subject Centre staff will be required to undertake this with the HoF seeking verification and approval from the senior leadership team to ensure the marking/moderation is in line with published guidance. Where there is no other member of staff available at Fullbrook to undertake the marking/moderation, the HoF an SLT will seek support from members of staff within the Trust.
- They will not have any involvement in the uploading and submitting of internally assessed marks to the awarding bodies. This will be completed by the HoF, or where it is the HoF who has a conflict, this will be undertaken by the Examinations Officer.

Where the Exams Officer or Exams Assistant, who have access to the secure storage facility, have members of their family (or other close relationships) being entered for examinations and assessments, it is not possible/practical for them to be excluded from the day to day processing of exams. The following mitigating controls will be in place:

- They will be not be left unattended in the secure storage facility at any point where the exam papers are being prepared for examinations that are being taken by their conflict of interest
- They will be not be left unattended in the secure storage facility at any time where the exam scripts are being checked / packaged for dispatch to the awarding bodies for examinations that have been taken by their conflict of interest
- Due to the nature of their role at the Centre they cannot avoid entering an examination venue where members of their family (or other close relationships) are taking an examination. The invigilator must complete an Incident Log recording the time they entered the venue, the reason for entering and the time they left. They will not have any direct contact with their conflict of interest.

Where Invigilators who have members of their family (or other close relationships) being entered for examinations the following mitigating controls will be in place:

- Examination venues: they will not be the sole invigilator; they will not be left unattended with the exams papers at any point; another invigilator(s) will be always be present when setting up, clearing down and returning exam scripts to the secure storage facility
- Where invigilating in the same examination venue as their conflict of interest is taking an exam, they will not have direct contact with their conflict and will be assigned to invigilation duties away from the vicinity of that exam desk.

Where the Head of Centre has members of their family (or other close relationships) being entered for examinations the following mitigating controls will be in place:

- They must not enter the examination venue where their conflict of interest is taking examinations
- If, in their role as Head of Centre, there is a need for the Head of Centre to enter an examination venue they will always be accompanied by the Examinations Officer or the Exams Assistant
- If the Head of Centre enters an examination venue where their conflict of interest is taking examinations, the invigilator must complete an Incident Log recording the time they entered, the reason for entering and the time they left

Appendix 13 - Information for candidates – Data and Privacy Notice - Fullbrook Examinations

Please refer to the Learning Partners Data Protection / Privacy Notice and Freedom of Information Policy for full details regarding how we use and protect your personal information. The information outlined in this document relates to the use of candidate data used in the delivery of examinations only. At all times Fullbrook examinations operate under the Learning Partners data protection and policies and comply with UK GDPR, the Data Protection Act 2018, and all other statutory codes of practice in relation to such legislation.

Learning Partners Data Protection / Privacy Notice

Learning Partners Freedom of Information Policy

Exams Related Information – Data and Privacy Notices

There is a requirement for the exams office(r) to hold exams-related information on candidates taking external examinations. For further details on the type of information held please refer to Section 5 below.

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

- Awarding bodies (exam boards)
- Joint Council for Qualifications (JCQ)
- Department for Education (and Ofqual) and Local Authority
- Learning Partners Academy Trust

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

- hard copy
- email
- secure extranet site(s) of exam boards – AQA Centre Services; Cambridge OCR Interchange; Pearson Edexcel Online; WJEC (Eduqas) Portal
- Management Information System (MIS) provided by Bromcom sending/receiving information via electronic data interchange (EDI) using the data transport application or by integrated data transfer (www.jcq.org.uk/exams-office/data-transport-application/) to/from awarding body processing systems

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

Please use the links below to access the awarding bodies full Privacy notices:

AQA **https://www.aqa.org.uk/about-us/privacy-notice**

Cambridge OCR **https://www.ocr.org.uk/about/our-policies/website-policies/privacy-policy/**

Pearson **https://qualifications.pearson.com/en/about-us/qualification-brands/gdpr.html**

WJEC (Eduqas) **https://www.wjec.co.uk/home/privacy-policy/**

Information that is shared for the purpose of delivery examinations and assessments

- Candidate name
- Candidate date of birth
- Candidate gender
- Candidate UCI (unique candidate identifier) and Candidate Exam Number
- Candidate ULN (unique leaner number)
- Diagnostic testing outcomes - in the support of applications for access arrangements
- Specialist reports - in the support of applications for access arrangements and cases of special consideration
- Evidence of normal way of working - in the support of applications for access arrangements
- Candidates' work and scripts and assessment materials
- Exam room incident logs – in cases of malpractice and / or special consideration
- Examination entry information and examination registers
- Examination Seating plans and access arrangement records
- Results and certification information
- Post results services in relation to access to scripts, reviews of marking and appeals
- Evidence of candidate performance over the course of study – in cases of resilience measures where the 'normal' operation of public examinations are disrupted

Student Materials

Materials which are submitted by candidates for assessment may include any form of written work, audio and visual materials, computer programmes and data ("Student Materials"). Candidates should use the links above to the relevant awarding body's privacy notice if they require further information about how their Student Materials may be used by the awarding body.

Candidates are informed that by submitting Student Materials for assessment, the awarding body is entitled to use those Student Materials to the extent necessary to give effect to the assessment, qualification and regulatory framework, as set out in sections 6.17-6.19 of JCQ's *General Regulations for Approved Centres* document

Use of student materials for essential awarding body activities

- The awarding body is entitled to use Student Materials for the purpose of assessment and their Assessment Materials, including all activities that are essential to the operation of regulated qualifications.
- This includes, without limitation, use of Student Materials (including by automated or AI enabled tools and systems) for the purpose of improving, maintaining and assuring the quality, consistency and effectiveness of essential awarding body activities, such as:
  a) marking and moderation;
  b) standardisation;
  c) grading and awarding; and
  d) quality assurance and malpractice detection.

Use of Student Materials for the purposes set out above is mandatory and forms an integral part of the assessment and qualification process. **Candidates are not entitled to opt out of these uses.**

Additional permitted uses of Student Materials

- In addition to the uses set out in 'use of stend materials for essential awarding body activities', the awarding body may also use Student Materials for the following purposes:
  a) teacher and examiner training;
  b) inclusion in examiner reports and similar assessment-related publications; and
  c) research directly related to the awarding body's assessment, qualification and regulatory activities.
- Before using Student Materials for the purposes set out above, the awarding body will ensure that such materials are anonymised so that candidates cannot be identified.

Candidates can give notice to opt out of 'Additional use of Student Materials'

Candidate notice and opt-out

- A candidate may notify the awarding body, by giving notice to their centre (Fullbrook), that they wish to opt out of the awarding body's use of their Student Materials for the purposes set out in 'Additional permitted uses of Student Materials'.
- An opt-out does not apply to, and does not affect, the awarding body's rights to use Student Materials for the purposes set out 'Use of student materials for essential awarding body activities
- Candidates that wish to opt out of 'Additional permitted use of student materials' must do so in writing by contacting and giving notice to the exams office(r) or a member of the senior leadership team. Upon receipt of this notice, Fullbrook will promptly inform the relevant awarding body of the candidates' request to opt out.

Malpractice

Any person involved in administering, teaching or completing examinations/assessments is informed that where malpractice is suspected, or alleged, personal data about them will be provided to the awarding body (or bodies) whose examinations/assessments are involved. Personal data about them may also be shared with other awarding bodies, the qualifications regulator or professional bodies, in accordance with the JCQ document Suspected Malpractice – Policies and Procedures

Records of Qualifications and Results

Awarding bodies may be required to provide a candidate's personal data to educational agencies, such as DfE, Welsh Government, Department of Education (Northern Ireland),

ESFA, regulators, HESA, UCAS, Local Authorities and the Learning Records Service (LRS). Additionally, candidates' personal data may be provided to a central record of qualifications approved by the awarding bodies for statistical and policy development purposes. Awarding bodies maintain a comprehensive archive record of candidates' examination results. The purpose is to provide an audit trail of the results certificated and to maintain an accurate record of an individual's achievements.

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