



# Exams Policy

Authorised and approved for use by the CEO **1<sup>st</sup> February 2025**

### History of Policy Changes

Date	Version	Change	Origin of Change e.g. TU request, change in legislation	Changed by
September 2019	1	Creation of policy	JCQ	Sarah Gibbon
May 2019	2	Grammatical amendments		Sarah Gibbon
May 2020	3	Review of policy Removal of Controlled Assessment Section (refer to new NEA Policy)		Sarah Gibbon
January 2022	3	Review of policy	No changes made	Sarah Gibbon
October 2022	4	Annual Review	Page 11 reference to academic year	Sarah Gibbon
February 2024	5	Addition of new sections: conflicts of interest and exam complaints and rewrite of exams malpractice section	Updated guidance	Gregg Morrison

This policy applies to The Priory Learning Trust and its secondary schools

Date policy adopted	February 2024
Review cycle	Annual
Review date	February 2025

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## 1. Exams

This policy applies to all schools within The Priory Learning Trust (TPLT).

The purpose of this section of the exams policy is:

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

It is the responsibility of everyone involved in the schools' exam processes to read, understand and implement this policy, and to read the following related documents:

- Exams Contingency Policy – TPLT
- Procedures for Internal and External Appeals Against Controlled Assessments specific to each school

### Exam responsibilities

#### The Head of Centre:

- has overall responsibility for the school as an exams centre.
- is responsible for reporting all suspected or actual incidents of malpractice - refer to the JCQ document suspected malpractice in examinations and assessments.

#### Examinations Officer:

- manages the administration of all examinations
- advises the leadership team, subject and form tutors, and other relevant support staff on annual exams timetables and procedures as set by the various awarding bodies.
- oversees the production and distribution, to all centre staff and candidates, of an annual calendar for all exams in which students will be involved and communicates regularly with staff concerning imminent deadlines and events.
- ensures that students and their parents are informed of and understand those aspects of the exams timetable that will affect them.
- checks with teaching staff that the necessary coursework and/or controlled assessments are completed on time and in accordance with JCQ regulations / guidelines.
- provides and confirms detailed data on estimated entries to the exam boards.
- maintains systems and processes to support the timely entry of students for their exams.
- receives, checks and stores securely all exam papers and completed scripts and ensures that scripts are dispatched as per the guidelines.
- administers access arrangements and makes applications for special consideration following the regulations in the JCQ publication A guide to the special consideration process.
- identifies and manages exam timetable clashes.
- accounts for income and expenditures relating to all exam costs/charges.
- line manages the invigilators, organising the recruitment, training, and monitoring of a team of exams invigilators responsible for the conduct of exams.

- provides teachers with all relevant details to enable them to submit candidates' coursework / controlled assessment marks online to the exam board, and any other material required by the appropriate awarding bodies correctly and on schedule.
- tracks, dispatches, and stores returned coursework / controlled assessments.
- arranges for dissemination of exam results and certificates to students and forwards, in consultation with the Head of Centre, any post results service requests.

**Heads of faculty are responsible for:**

- guidance and pastoral oversight of students who are unsure about exams entries or amendments to entries.
- accurate completion of entry and all other mark sheets and adherence to deadlines as set by the exams officer.
- accurate completion of coursework / controlled assessment mark sheets (paper based or online) and declaration sheets.
- decisions on post-results procedures.

**Teachers are responsible for:**

- supplying information on entries, coursework and controlled assessments as required by the head of department and/or exams officer.

**The special educational needs team are responsible for:**

- identification and testing of candidates' requirements for access arrangements and notifying the exams officer in good time so that they are able to put in place exam day arrangements
- process any necessary applications in order to gain approval (if required).
- working with the exams officer to provide the access arrangements required by students in exams rooms

**Lead invigilator/invigilators are responsible for:**

- assisting the exams officer in the efficient running of exams according to JCQ regulations, including setting up of exam venues.
- collection of exam papers and other material from the exams office before the start of the exam.
- collection of all exam papers in the correct order at the end of the exam and ensuring their return to the exams office.

**Students are responsible for:**

- confirmation and signing of entries.
- understanding coursework / controlled assessment regulations and signing a declaration that authenticates the coursework as their own.
- ensuring they conduct themselves in all exams according to the JCQ regulations.

The subjects offered for these qualifications in any academic year may be found in the school's published prospectus.

## **Managing invigilators**

Recruitment of invigilators is the responsibility of the school and securing the necessary Disclosure Barring Service (DBS) clearance for new invigilators is the responsibility of the HR Manager. DBS fees for securing such clearance are paid by the school. Invigilators are recruited, timetabled, trained, and briefed by the Examinations Officer.

## **Exam timetables**

Once confirmed, the Examinations Officer will circulate the exam timetables for internal and/or external exams at a specified date before each series begins. Heads of Faculty will provide estimated entry information to the exams officer to meet JCQ and awarding body deadlines. Entries and amendments made after an awarding organisation's deadline (i.e. late) require the authorisation, in writing, of the Faculty Head and will be charged to the department.

## **Equality Legislation**

All exam staff must ensure that they meet the requirements of any equality legislation.

The School will comply with the legislation, including making reasonable adjustments to the service that they provide to students in accordance with requirements defined by the legislation, awarding bodies, and JCQ. This is the responsibility of the Exams Officer.

## **Access arrangements**

Rooming, invigilation and support for access arrangement candidates, as defined in the JCQ Access Arrangements Regulations, will be organised by the Examinations Officer

## **Contingency planning**

Contingency plans are in line with the guidance provided by Ofqual, JCQ and awarding organisations. See Exams Contingency Policy for further details.

## **Exam days**

The Examinations Officer will book all exam rooms after liaison with other users and make the question papers, other exam stationery and materials available for the invigilators. Site management staff are responsible for setting up the allocated rooms, and will be advised of requirements in advance. All exams will start and finish in accordance with JCQ guidelines. Any staff present must be in accordance with the rules defined by JCQ concerning who is allowed in the exam room and what they can do. In practical exams, subject teachers' availability will be in accordance with JCQ guidelines.

Exam papers must not be read by subject teachers or removed from the exam room before the end of a session. Papers will be available to heads of faculty in accordance with JCQ's recommendations. After an exam, the exams officer will arrange for the safe dispatch of completed examination scripts to awarding bodies.

## **Students**

In an exam room students must not have access to items other than those clearly allowed in the instructions on the question paper, the stationery list, or the specification for that subject. This is particularly true of mobile phones and other electronic communication or storage devices with text or digital facilities. Any precluded items must not be taken into an exam room. Disruptive students are dealt with in accordance with JCQ guidelines. Students are expected to stay for the full exam time.

Note: students who leave an exam room must be accompanied by an appropriate member of staff at all times. The Examinations Officer is responsible for handling late or absent students on exam day.

## **Reasonable Adjustments and Special consideration**

A reasonable adjustment is any action that helps to reduce the effect of a disability or difficulty that places the Learner at a substantial disadvantage in the assessment situation. Reasonable adjustments must not compromise the assessment process or the assessment objectives and may involve:

- changing standard assessment arrangements, for example, allowing Learners extra time to complete the assessment activity
- adapting assessment materials
- providing access facilitators during assessment, for example a sign language interpreter or reader.

Reasonable adjustments are approved or set in place before the assessment activity takes place; they constitute an arrangement to give the Learner access to the assessment activity. The use of a reasonable adjustment will not be taken into consideration during the assessment of a Learner's work.

Awarding Organisations and Centres are only required by law to do what is reasonable in terms of giving access. What is reasonable will depend on the individual circumstances, cost implications and the practicality and effectiveness of the adjustment. Other factors, such as the need to maintain competence standards and health and safety, will also be taken into consideration.

## **Making Reasonable Adjustments**

All Awarding Organisations and Centres have a responsibility to ensure that the assessment process is robust and fair and allows the Learner to demonstrate his or her full potential. Adjustments to assessments should:

- not invalidate the assessment requirements of the qualification
- not give Learners an unfair advantage
- reflect the Learner's normal way of working
- be based on the individual need of the Learner.

## **Internal assessment**

It is the duty of heads of faculty to ensure that all internal assessment is ready for dispatch at the correct time. The exams manager will assist by keeping a record of each dispatch, including the recipient details and the date and time sent. Marks for all internally assessed work are submitted online direct to the exam boards or provided to the exams office where this option is not available. The Examinations Officer will inform staff of the date when appeals against internal assessments must be made by.

### **Quality Assurance**

The overall purposes of the school's quality assurance mechanisms within the examinations and assessment process are:

- to guarantee that we follow school's agreed marking policy appropriately across the range of modules they teach;
- to guarantee that departments maintain an overall consistency of standards across their various modules;
- to have robust mechanisms for marking and for the moderation of marks. The role of the external examiner is especially significant in assuring the quality of the assessment process, in respect of the standards of the awards made and the integrity of the assessment process. The following additional mechanisms may also be used.

### **Results**

Students will receive individual results slips on results days,

- in person at the school
- sent in post addressed to the student (within 24hrs of results day) if not collected

Arrangements for the school to be open on results days and the provision of the necessary staff on results days is the responsibility of the Head of Centre.

If a result is queried, the Examinations Officer, teaching staff and Head of Centre will investigate the feasibility of asking for a Review of Results (RoR).

When the centre does not uphold an RoR, a candidate may still apply to have an enquiry carried out. If the candidate does this the candidate must pay all fees in relation to the enquiry in advance of the enquiry being submitted.

### **Certificates**

Students will receive their certificates as soon as is reasonably possible (a designated day and time will be set by the Examinations Officer) and third parties may collect, provided they have written authority from the candidate to do so, and bring suitable identification with them that confirms who they are.



## 2. Access to Fair Assessment

Schools within TPLT will assess in a fair and objective manner, ensuring the entry requirements, content and assessment are appropriate to the knowledge, understanding and skills specified and do not act as unnecessary barriers to achievement.

TPLT schools have in place the necessary systems and procedures to allow the provision of access arrangements, including reasonable adjustments. These reflect the needs of individual students while also ensuring that the assessment continues to enable a valid, reliable and consistent judgement to be made about the achievement of all learning outcomes against the stated assessment criteria.

Students can expect:

- To be entered at an appropriate level.
- To be aware of the time constraints and evidence required to meet the assessment criteria.
- To be assessed using the same overall set of criteria as to their peers within a particular course.
- To be aware of the appeals procedure and know how to access it.
- To have the chance to discuss expectations and provision where there are unavoidable barriers to access.
- To receive feedback about their progress towards any units or modules as well as the overall qualification.

Teachers/Assessors are expected to:

- Use language appropriate to the level and allow diverse strategies for generation of evidence.
- Record outcomes of assessment and activities.
- Provide clear and constructive feedback.
- Adhere to the assessment criteria stated in unit descriptors.

Verifiers are expected to:

- Ensure that tutor feedback to students is clear, constructive, unambiguous and related to the assessment criteria.
- Provide feedback to teachers/assessors on all aspects of the assessment process.
- Assessments will be standardised across different teachers and classes to ensure that all students have been judged against the same standards.
- Carry out internal verification and standardisation according to the school's and examining body's procedures.

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

- They are found guilty of copying or giving or sharing information or answers, unless part of a joint project.
- They use an unauthorised aid during a test or examination.
- They copy another student's answers or take part in discussion during a test or examination.
- They act against the JCQ or awarding body rules.

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

### **3. Word Processor**

References to 'AA' relate to JCQ Access Arrangements and Reasonable Adjustments for the current academic year and ICE to JCQ Instructions for conducting examinations for the current academic year.

- **Principles for using a word processor**

Candidates with access to word processors are allowed to do so in order to remove barriers for disabled candidates which prevent them from being placed at a substantial disadvantage as a consequence of persistent and significant difficulties. The use of word processors is only permitted whilst ensuring that the integrity of the assessment is maintained, at the same time as providing access to assessments for a disabled candidate.

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

Candidates may not require the use of a word processor in each specification. As subjects and their methods of assessments may vary, leading to different demands of our candidates, the need for the use of a word processor is considered on a subject-by-subject basis.

The use of a word processor is agreed/processed at the start of the course. Candidates are subsequently aware that they will have the use of a word processor for examinations and controlled assessments/coursework.

The use of a word processor for candidates is only granted if it reflects the support given to the candidate as their 'normal way of working', which is defined as support:

- in the classroom
- working in small groups for reading and/or writing
- literacy support lessons
- literacy intervention strategies
- in internal school tests and mock examinations

- **The use of a word processor**

Schools will provide a word processor with the spelling and grammar check facility/predictive text disabled (switched off).

The use of a word processor is only granted to a candidate where it is their normal way of working within the centre.

The use of a word processor is only granted to a candidate if it is appropriate to their needs. (For

example, the quality of language significantly improves as a result of using a word processor due to problems with planning and organisation when writing by hand).

Candidates are given access to word processors in controlled assessments or coursework components as standard practice unless prohibited by the specification.

Schools will allow candidates to use a word processor in an examination to answer certain questions, i.e. those requiring extended writing, and handwrite shorter answers. The school is also aware that examinations which have a significant amount of writing, as well as those that place a greater demand on the need to organise thought and plan extended answers, are those where candidates will frequently need to type. Examinations which require more simplistic answers are often easier to handwrite within the answer booklet. The candidate avoids the difficulty of visually tracking between the question paper and screen.

In all cases, schools are to ensure that a word processor cover sheet (Form 4) is completed and attached to each candidate's typed script. This will also indicate if the answer booklet has been partly used or not.

The school does not simply grant the use of a word processor to a candidate because he/she prefers to type rather than write or can work faster on a keyboard, or because he/she uses a laptop at home.

- **Word Processor and their Programmes**

Within TPLT word processors are used as a type-writer, not as a database, although standard formatting software is acceptable.

All word processors have been cleared of any previously stored data, as must any portable storage medium used. An unauthorised memory stick is not permitted for use by a candidate. Where required, candidates are provided with a memory stick, which has been cleared of any previously stored data, by the Exams Officer.

Word processors are to be in good working order at the time of the examination. The Exams Office has a bank of laptops which are only used for Exam purposes and are not linked to the school network

Candidates who use word processors are accommodated in such a way that other candidates are not disturbed and cannot read the screen. They usually sit along the back row of the room. All candidates are given a memory stick at the start of the exam and also have on their desk a laminated copy of instructions reminding them to save their work and the information that they need to include in the header of the document or have the facility to print from a portable storage medium.

Documents are to be printed after the examination is over. Candidates are present to verify that the work printed is their own. Then word processed scripts are attached to any answer booklet which may or may not contain some of the answers.

Word processors are used to produce scripts under secure conditions, and if they are not then the Exams

Officer is aware that they may be refused by the awarding body.

Word processors are not used to perform skills which are being assessed and they are not connected to an intranet or any other means of communication. Candidates are not given access to other applications such as a calculator (where prohibited in the examination), spreadsheets etc when using a word processor. Graphic packages or computer aided design software is not included on a word processor. Predictive text software or an automatic spelling and grammar check is disabled unless the candidate has been permitted a scribe or is using voice recognition technology (the script must then have a scribe cover sheet attached), or the awarding body's specification permits the use of automatic spell checking.

Voice recognition technology is not to be included on word processors that are used. They are not used on the candidate's behalf by a third party unless the candidate has permission to use a scribe. If a candidate using a word processor was to be accommodated separately, a separate invigilator would be used, however the school does not accommodate students separately when using a word processor. The laptops used by the school do not generate a lot of noise and therefore other students do not suffer too much disruption.

- **Laptops, Tablets and Word Processors**

A reminder notice is placed on the candidate's desk as a reminder that the centre number, candidate number and the unit/component code must appear on each page as a header and the page number as a footer. Candidates are also instructed to use a minimum 12pt font and double spacing.

Invigilators also remind candidates to save their work at regular intervals.

Candidates granted the use of a word processor are present at the end of the examination when their script is printed off so they can verify that the work printed off is their own.

**Centre specific processes.**

Only laptops with a power supply are to be used as a sole battery pack should not be relied upon. Battery capacity is not checked as they are always plugged into a power point. Candidates using the Word Processors are not given the option of going into the main examination hall as there is less disruption to fewer students if they sit in the smaller room. The laptops do not use Notepad or Wordpad at all. Students use Microsoft Word and a Header can be inserted.

**Invigilation arrangements relating to the use of word processors to be in accordance with the following:**

Invigilators make sure that the laptops are running before the students arrive in the exam room. Each student has a laminated card on their desk with the instructions on and a reminder to keep saving their work at regular intervals.

**Other arrangements relating to the use of word processors includes:**

Students have access to the use of a laptop in exams when they have had an accident which prevents them from being able to write, eg a broken wrist. Some students prefer this rather than having to dictate to a scribe.

#### **4. Exams Malpractice Policy**

##### **What is malpractice and maladministration?**

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

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

##### **Candidate malpractice**

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

##### **Purpose of the policy**

To confirm TPLT has in place a written malpractice policy which covers all qualifications delivered by the centre and details how candidates are informed and advised to avoid committing malpractice in examinations/assessments, how suspected malpractice issues should be escalated within the centre and reported to the relevant awarding body (GR 5.3)

## General principles

In accordance with the regulations TPLT will:

- Take all reasonable steps to prevent the occurrence of any malpractice (which includes maladministration) before, during and after examinations 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)

## Preventing malpractice

TPLT 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 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: General Regulations for Approved Centres 2023-2024; Instructions for conducting examinations (ICE) 2023-2024; Instructions for conducting coursework 2023-2024; Instructions for conducting non-examination assessments 2023-2024; Access Arrangements and Reasonable Adjustments 2023-2024; A guide to the special consideration process 2023-2024; Suspected Malpractice: Policies and Procedures 2023-2024; Plagiarism in Assessments; AI Use in Assessments: Protecting the Integrity of Qualifications; A guide to the awarding bodies' appeals processes 2023-2024 (SMPP 3.3.1)

## AI use in assessments

AI use refers to the use of AI tools to obtain information and content which might be used in work produced for assessments. 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 the data sets upon which they have been trained. They generate responses which are statistically likely to be relevant and appropriate.

The use of AI chatbots may pose significant risks if used by students completing assessments. 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 chatbots often produce answers which may seem convincing but contain incorrect or biased information. Some AI chatbots have been identified as providing dangerous and harmful answers to questions and some can also produce fake references to books/articles by real or fake people.

In accordance with JCQ General Regulations for Approved Centres, students 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. For the purposes of demonstrating knowledge, understanding and skills for qualifications, it's important for students' progression that they do not rely on tools such as AI. Students should develop the knowledge, skills and understanding of the subjects they are studying. Students must

be able to demonstrate that the final submission is the product of their own independent work and independent thinking.

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 the following:

- Copying or paraphrasing sections of AI-generated content so that the work submitted for assessment is no longer the student'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 student'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.

Misuse of AI tools in relation to qualification assessments at any time constitutes malpractice. The malpractice sanctions available for the offences of 'making a false declaration of authenticity' and 'plagiarism' include disqualification. Students' marks may also be affected if they have relied on AI to complete an assessment and the attainment that they have demonstrated in relation to the requirements of the qualification does not accurately reflect their own work.

If AI misuse is detected or suspected by the centre and the declaration of authentication has been signed, the case will be reported to the relevant awarding organisation as detailed in the JCQ Suspected Malpractice: Policies and Procedures.

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. 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 and where students use AI, they must acknowledge its use and show clearly how they have used it. When assessors are marking students work in which AI use has been acknowledged, and there are no concerns of AI misuse, the assessor must still ensure that if the student has used AI tools such that they have not independently met the marking criteria, they are not rewarded. Depending upon the marking criteria or grade descriptors being applied, the assessor may need to take into account the failure to independently demonstrate their understanding of certain aspects when determining the appropriate mark/grade to be awarded. Where such AI use has been considered, and particularly where this has had an impact upon the final marks/grades awarded by the assessor, clear records should be kept – this provides feedback to the student and provides clarity in the event of an internal appeal or the work being selected for moderation/standards verification.

### **Informing and advising candidates**

Candidates are informed of the risks of committing malpractice in multiple ways. This includes receiving the JCQ Information for Candidates document prior to the public exam series, signage on all exam rooms detailing the risk of disqualification and candidate warnings, a candidate announcement at the start of

every exam confirming the rules and regulations the candidates must adhere to. Candidates are also briefed by centre staff at the start of non-exams assessments regarding following exam conditions. Candidates are also warned by centre staff about the misuse of AI prior to completing internal assessments and how this is treated as malpractice. All staff involved in internal assessments have been provided with the JCQ document 'Teachers and Assessors – AI Use in Assessments: Protecting the Integrity of Qualifications'.

## **Identification and reporting of malpractice**

### **Escalating suspected malpractice issues**

Once suspected malpractice is identified, any member of staff at the centre can report it using the appropriate channels (SMPP 4.3)

All cases of suspected malpractice are reported to the Examinations Officer in the first instance. The Examinations Officer will request details of the malpractice in writing from all staff and students involved. This will then be escalated directly to the Head of Centre.

### **Reporting suspected malpractice to the awarding body**

- The head of centre will notify the appropriate awarding body immediately of all alleged, suspected or actual incidents of malpractice, using the appropriate forms, and will conduct any investigation and gathering of information in accordance with the requirements of the JCQ publication Suspected Malpractice: Policies and Procedures (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 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)
- Malpractice by a candidate discovered in a controlled assessment, coursework or non-examination assessment component prior to the candidate signing the declaration of authentication need not be reported to the awarding body but will be dealt with in accordance with the centre's internal procedures. The only exception to this is where the awarding body's confidential assessment material has potentially been breached. The breach will be reported to the awarding body immediately (SMPP 4.5)
- If, in the view of the investigator, there is sufficient evidence to implicate an individual in malpractice, that individual (a candidate or a member of staff) will be informed of the rights of accused individuals (SMPP 5.33)
- 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 (5.35)
- Form JCQ/M1 will be used when reporting candidate cases; for centre staff, form JCQ/M3 will be used (SMPP 5.37)
- 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 5.40)

Additional information: N/A



### **Communicating malpractice decisions**

Once a decision has been made, it will be communicated in writing to the head of centre as soon as possible. The head of centre will communicate the decision to the individuals concerned and pass on details of any sanctions and action in cases where this is indicated. The head of centre will also inform the individuals if they have the right to appeal. (SMPP 11.1)

Additional information:

All malpractice decision outcomes will be reported directly to the candidate's primary contact, for the attention of the candidate, in writing.

### **Appeals against decisions made in cases of malpractice TPLT will:**

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

### **Procedures for informing candidates of Awarding Bodies' regulations**

- All candidates receive a copy of the Awarding Bodies' regulations regarding coursework and examinations
- During the course of the examination period, notices are displayed both in the area immediately outside the examination room and on display in the examination area.
- Verbal Announcements before the beginning of every exam, candidates are given a verbal reinforcement of the Awarding Body's regulations. In addition, candidates are given the opportunity to hand in mobile phones that are kept at the front of the exam room until the end of the exam.

Plagiarism is a serious offence in the context of examinations. Advice will always be given to pupils that:

- Plagiarism is using others' ideas and words without clearly acknowledging the source of that information. It is very important that you give credit where it is due.
- How can students avoid plagiarism?
- To avoid plagiarism, you must give credit whenever you use:
  - o another person's idea, opinion or theory
  - o any facts, statistics, graphs, drawings – any pieces of information that
  - o are not common knowledge o quotations of another person's actual spoken or written words
  - o paraphrase of another person's spoken or written words.

### **Appeals & Post Results Services**

#### **Internal Appeals about Internal Assessment Decisions**

The Vice Principal will manage any appeals about assessments sat internally. This person is responsible for disseminating information to all candidates and their carers about the appeals procedure and for informing the Principal and Central Leader/Head of Department about the existence and outcome of such appeals.

1.1 An appeal should be made in writing and this should state the details of the complaint and the reasons for the appeal. This should be done within five working days of the candidate receiving the result of an internal assessment decision.

1.2 The Teacher concerned in making the assessment, which is subject to the appeal, should see a copy of the appeal and be able to respond in writing within two working days, with a copy sent to the candidate.

1.3 The Vice Principal must respond in writing within two working days of receiving the response from the Teacher concerned, or four working days from receiving the original appeal.

1.4 If the student is unhappy with the outcome, they have the right to appeal to the Principal

1.5 Then Principal's decision will then be final.

1.6 The School will inform any Awarding Body if there is any change to an internally assessed mark as a result of an appeal.

### **External Exams**

Decision about Post-results Services (such as Clerical re-checks, Reviews of Marking & Moderation) for external exams need to be based upon:

a) evidence that the overall results do not match the teacher assessment and there is a concern that the quality of marking was not adequate.

b) pupils who are close to grade boundaries and a change would significantly benefit the candidate (particularly if a University place is dependent upon the grade)., school or departmental results.

c) evidence that coursework has been significantly changed and the moderators report does not explain this.

The school will pay for a paper, or series of papers in one subject, to be re-marked if they are within 2 grades of a significant grade boundary. A student's permission must be gained for this to happen.

Students and families have the option to pay for a review in a paper if they would like this to happen, and the grade is 3 or more away from a significant grade boundary.

The Exams Officer is responsible for administering all post results services.

## **5. Exam Complaints Policy**

If a candidate (or their parent/carer) has a general concern or complaint about the centre's delivery or administration of a qualification they are following, TPLT encourages them to try to resolve this informally in the first instance.

A concern or complaint should be made in writing to the Examinations Office. If a complaint fails to be resolved informally, the candidate (or their parent/carer) is then at liberty to make a formal complaint.

How to make a formal complaint and how it will be investigated

- A complaint should be submitted in writing to the Head Of Centre

- The complaint will be acknowledged within 2 working days
- The head of centre will further investigate or appoint a member of the senior leadership team who is not involved in the grounds for complaint and has no personal interest in the outcome to investigate the complaint and report on the findings and conclusion
- The result of the investigation will be communicated within 2 working weeks How to appeal against the outcome of a formal complaint Following the outcome, if the complainant remains dissatisfied and believes there are clear grounds, an appeal can be submitted
- Any appeal must be submitted in writing
- The appeal will be acknowledged within 2 working days
- The appeal will be referred to Chair of the Academy Council or a special Committee of the Governing body for consideration
- The appellant will be told when they can expect to be informed of the conclusion
- The Chair of Academy Council or Committee will inform the appellant of the final conclusion

## 6. Conflict of Interest Policy

This policy is reviewed and updated annually to ensure that conflicts of interest at The Priory Learning Trust (TPLT) are managed in accordance with current requirements and regulations.

(Reference in the policy to **GR** relates to relevant sections of the current JCQ publication **General Regulations for Approved Centres**).

### Introduction

It is the responsibility of each Head of Centre to ensure that their Trust school has a written conflicts of interest policy in place available for inspection. This policy confirms that TPLT schools:

- Manage conflicts of interest by informing the awarding bodies, before the published deadline for entries for each examination series, of:
  - any members of centre staff who are taking qualifications at their own centre which include internally assessed components/units
  - any members of centre staff who are teaching and preparing members of their family (which includes step-family, foster family and similar close relationships) or close friends and their immediate family (e.g. son/daughter) for qualifications which include internally assessed components/units **and**

Maintain clear records of **all instances** where:

- exams office staff have members of their family (which includes step-family, foster family and similar close relationships) or close friends and their immediate family (e.g. son/daughter) being entered for examinations and assessments either at the centre itself or other centres
- centre staff are taking qualifications at their own centre which do not include internally assessed components/units
- centre staff are taking qualifications at other centres (GR 5.3)

## **Purpose of the policy**

The purpose of this policy is to confirm how TPLT Schools manage conflicts of interest under normal delivery arrangements in accordance with the regulations.

## **General Principles**

A process is in place to collect any potential Conflicts of Interest from Centre staff (including both teaching and support staff) with the aim of identifying and managing any Conflict of Interest.

## **Declaration & Recording Process**

In the first instance all staff have to indicate if they think there is a conflict of interest based on the definitions of the policy. This is done by the Examination Officer sending out an email to 'all staff' asking for conflict of interest declarations. This is done well ahead of entries being made for an exam season.

A Conflict of Interest log is maintained by the Examination Officer and any potential conflict is recorded centrally on the log.

Where there is a requirement to declare any Col to an awarding body, the Examination Officer will do so by following the awarding body's relevant administrative process. This will be done before the published entry deadline for that series.

The agreed measures/protocols taken/put in place to mitigate any potential risk to the integrity of the qualifications affected are recorded on the log and the affected member of staff informed of these measures.

## **Roles and Responsibilities**

### **The Role of the Head of Centre**

- Ensure conflicts of interest are managed according to the requirements (GR 5.3)
- Ensure clear records are maintained and that the records include details of the measures taken to mitigate any potential risk to the integrity of the qualifications affected (GR 5.3)
- Ensure the records are 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 (GR 5.3)
- Ensure that entering members of centre staff for qualifications at this centre is as a last resort in cases where the member of centre staff is unable to find another centre
- Ensure that proper protocols are in place to prevent the member of centre staff having access to examination materials prior to the examination and that other centre staff are briefed on maintaining the integrity and confidentiality of the examination materials
- Ensure that during the examination series the member of centre staff is treated in the same way as any other candidate entered for that examination, does not have access to examination materials and does not receive any preferential treatment (GR 5.3)

### **The role of the Exams Officer**

- Ensure the process for collecting declarations of interest is undertaken

- Identify and follow the awarding body's administrative process for submitting details of members of staff who are:

Taking qualifications which include internally assessed components/units at their own centre

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 (GR 5.3)

- Retain the records of the measures taken to mitigate any potential risk to the integrity of the qualifications affected until the deadline for reviews of marking has passed or until any appeal, malpractice or other results enquiry has been completed, whichever is later (GR 5.3)

## **Review**

This policy is reviewed annually by the Trust and where materially amended is consulted on, where necessary. We will monitor the application and outcomes of this policy to ensure it is working effectively