Examinations Policy

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Policy Version:	2 (Updated in the light of JCQ guidance for 2025-26)[1] <mark>Changes Highlighted in Yellow</mark>

HoD = Head of Department
HoY = Head of Year
SENCo = Special Educational Needs Coordinator
SLT = Senior Leadership Team
JCQ = Joint Council for Qualifications
NEA = Non-Examination Assessments

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[1] JCQ General Regulation & Instructions for Conducting Examinations 2025_2026

CONTENT

1. Purpose of the policy

1.1. This policy applies to Mulberry Schools Trust (MST) and Mulberry Academy Woodside (MAW) and references to 'the Trust' and 'the academy' shall be taken to mean MST and MAW.

1.2. Mulberry Academy Woodside plans and manages all assessed aspects of qualifications so that they are conducted consistently, efficiently and securely, in line with Joint Council for Qualifications[2] (JCQ) and awarding body requirements and in the best interest of candidates.

1.3. This policy includes and meets JCQ and awarding body requirements and sets out academy expectations and procedures, so that staff, students, parents and awarding bodies can have confidence in academy practice and all staff understand and can enact their responsibilities.

2. Scope of the policy

2.1. The policy applies to all assessed aspects of qualifications taken by students at the academy, including examinations and all non-examined assessments. Currently, these qualifications are GCSE and BTEC Tech Awards 2022.

2.2. The policy does not cover internal exams and assessments, although many of the same procedures are used to help build students' experience and confidence.

3. Principles underpinning the policy

3.1. The policy adheres to all JCQ requirements.

3.2. The policy upholds academy values and supports students in achieving their potential and gaining the qualifications they need for successful and challenging next steps.

3.3. The policy has impact when implemented: all staff must read, understand and fulfil their responsibilities. Staff will receive appropriate support, updates and training.

4. Policy review

4.1. This policy is reviewed annually by the Mulberry Academy Woodside Local Governing Body. The review takes account of the annual JCQ inspection reports, the Pearson Centre Quality Review report (for BTECs) and available Awarding body feedback. Copies of these reports are held centrally with the policy.

5. Qualifications offered

5.1. Mulberry Academy Woodside currently offers GCSE and BTEC Tech Awards qualifications at KS4. The curriculum, including the range of subjects and qualifications, is developed by the Deputy Head Teacher responsible for Quality of Education, Assistant Head Teachers for Quality of Education and the Associate Assistant Head Teachers for Raising Standards. It is agreed annually by the Trust Board and published in the academy's prospectus.

5.2. Decisions about specifications and awarding bodies are made by the HoD's in consultation with their SLT link and broader SLT.

5.3. The types of qualifications offered are GCSEs, AQA Level 2 Certificate in Further Maths, and BTEC Tech Awards.

5.4. If there is to be a change of specification for the next academic year, the Exams

and Assessment Manager must be informed by July prior to the new academic year commencing. This will ensure any pre-release materials are received by the centre.

5.5.   Informing the Exams and Assessment Manager of changes to a specification is the responsibility of the Head of Department.

5.6.   Decisions on whether a candidate should be entered for a particular subject will be taken by SLT in consultation with the Head of Department.

5.7.   These qualifications include different modes of assessment, including written examinations, on-line examinations and non-examination assessments including practical assessments. All include an examined component.

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[2] The Joint Council for Qualifications (JCQ) consists of AQA, City & Guilds, CCEA, Edexcel, OCR and WJEC, the seven largest providers of qualifications in the UK, offering GCSE, GCE, Scottish Higher, Entry Level, vocational and vocationally related qualifications.

6. SECTION B: Exam Series

6.1.   Internal exams (termly assessments) are scheduled as per the school's assessment calendar.

6.2.   External exams and assessments are usually scheduled in May/June, with allowance for changes in the exam window as announced by Ofqual.

6.3.   Year 10 and Year 11 mock exams are held under external exam conditions with invigilators. The centre does offer some assessments on an on-demand basis for BTEC. If offered, on-demand assessments can be scheduled only in windows agreed, where applicable by the awarding body or between SLT and HoD.

7. Equalities Act 2010

7.1.   We ensure all exam centre staff meet the requirements and be aware of the Equalities Act (2010).

7.2.   The centre will comply with the legislation, including making reasonable adjustments to the service that they provide to candidates in accordance with requirements defined by the legislation, awarding bodies, and JCQ. This is the responsibility of all staff.

8. Entry/withdrawal of candidates to qualifications and examinations

8.1 Entries

1. The academy expects all students to be entered for examinations and assessments for which they have been prepared.

2. The Examinations and Assessment Manager informs SLT and HoD's by email, staff bulletin and briefing of the deadlines associated with exam entry and withdrawal and informs them of the information needed.

3. If there has been a change of specification from the previous year, subject leaders must inform the Examinations and Assessment Manager as soon as the decision is made.

4. The Examinations and Assessment Manager enters the entries from HoD's lists and HoD's check them to confirm entries, tiers and Candidate details. BTEC leads verify by signing a copy of the registration list. Changes may be made without charge up to the date when awarding bodies charge fees.

5. Further details of procedures relating to BTEC registrations are included in the academy Non-Examined Assessment Policy

6. All registration and exam entry fees for internal candidates are met by the academy. Reimbursement will not be sought from candidates who fail to sit an exam or meet the necessary non-examination assessment requirements.

7. The Exams and Assessment Manager will publish the deadline for actions well in advance for each exam series.

8. Late entries are actioned only if authorised by the SLT link. Late entries fees are usually charged to department budgets.

9. Departments are not charged for changes of tier, and withdrawals made following the proper procedures or alterations arising from administrative processes, provided these are made within the time allowed by the awarding bodies.

8.2 Withdrawals

10. Heads of Year informs the Examinations and Assessment Manager if students are taken off roll.

11. In exceptional circumstances, following discussion with student, parent/carer, subject teacher, HoD's, SENCo, HoY and the Deputy Head Teacher responsible for exams, students may be withdrawn from a qualification. The Deputy Head Teacher responsible for exams makes decisions in consultation with the Head Teacher and informs the Examinations and Assessment Manager

12. All Key Stage 4 students are entitled and enabled to achieve at least one qualification from an external awarding body.

9. Procedures relating to external examinations

9.1 Delivery of examination materials

1. Examination materials are always addressed 'For the attention of the Examinations and Assessment Manager' and are quickly recognized at the main reception.

2. Arrangements for handling secure electronic materials, this will be downloaded securely by the exams and assessment manager in liaison with the network manager

3. When parcels are delivered to Reception, Reception staff sign for the parcel, logs its receipt, and immediately call Exam office to inform them an exam delivery has been made, and to ask them to take the parcel directly to the Examinations and Assessment Manager.

4. During office hours, the Examinations and Assessment Manager receives and logs the parcels into the secure storage and check that the parcels received correspond to the delivery note attached. In the Absence of the Examination and Assessment officer, an exam office staff or a secure storage key holder can take the parcel into the secure storage for safekeeping. The Examinations and Assessment Manager will be informed that a delivery has been made.

5. Outside office hours (or during holidays), if neither the Examinations and Assessment Manager nor any Exam office staff is able to take delivery, the parcel is locked in a cupboard in the Admin Office.

9.2 Storage and management of examination materials

1. Materials are received in sealed boxes and plastic sealed envelopes and are stored in the academy's exam safe. The exam safe (secure storage room/facility) is accessible only by the Head of Centre, Examinations and Assessment Manager, SLT responsible for Exams and The Exams Assistant.
2. When the secure storage facility is being accessed for the storage and preparation of secure assessment materials the door to the secure room must be closed.
3. The secure room must be accessible throughout an examination series for the storage of question papers and be available for inspection.

4. Immediately on receipt, the Examinations and Assessment Manager in their absence, locks the papers in the exams safe.

5. Using the windows in the packaging, the Examinations and Assessment Manager checks the paper received and cross-references all exam materials received against those ordered and logs those received.

6. Materials are kept in the safe until the period immediately preceding the examination, as per JCQ procedures. On the day before any examination, exam materials are rechecked by the Examinations and Assessment Manager so that the correct question paper packets will be opened.

7. Exam papers and awarding body stationery are taken out of secure storage within one hour of the stated examination time for exam room preparation.

For access arrangements, a designated invigilator collects student papers from the Examinations and Assessment Manager in the main exam hall.

8. In order to avoid potential breaches of security, care must be taken to ensure that the correct question paper packets are opened. A member of centre staff, additional to the person removing the question paper packets from secure storage, e.g. Exam Assistant/invigilator, must check the day, date, time, subject, unit/component and tier of entry, before a question paper packet is opened. This second pair of eyes check must be recorded. The second pair of eyes must take please immediately before each paper packet is opened in the exam room. If the question paper packet needs to be split for different rooms on one or more sites or for an access arrangement, the check must take place in the secure room.

9. Question papers must always be kept in their sealed packets until signed out for the appropriate exam session.

10. After the examination, exam scripts are taken by the Lead Invigilator and/or the Exams Manager to the Exams Office. They are checked by the Examinations and Assessment Manager and prepared for dispatch. Spare awarding body stationery is also returned to the exam's office.

11. Unused question papers must not be released to any individual until **24 hours** after the awarding body's published finish time for the examination. Where a candidate is sitting an examination scheduled for the afternoon session on the following morning under an overnight supervision arrangement, unused question papers for that examination will not be released to any individual until the candidate has completed that examination.

12. The Examinations and Assessment Manager will inform the awarding body immediately if the security of the question papers or confidential supporting instructions is put at risk.

13. All staff accessing secure assessment material via awarding bodies' online systems must have a device complying with awarding bodies' multi-factor authentication (MFA) requirements.

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[3] See JCQ Instruction for Conducting Examinations 2025_2026

9.3 Dispatch of examination materials

1. Prior to the start of each exam season, the Examinations and Assessment Manager contacts **Parcel Force** to arrange exam parcel collection and informs reception staff. Parcel Force collects parcels every weekday until the end of the exam season.

2. Exam scripts are dispatched either on the same day as the exam or the following day

3. The Examinations and Assessment Manager takes packaged exam scripts that are ready for dispatch to Reception and leaves them securely 15 minutes before the beginning of the collection. Reception staff inform the Examinations and Assessment Manager when Parcel Force are on site. If parcels are not ready for dispatch by the time Parcel Force arrives, they are left in the Examinations and Assessment Manager secure room until the next day

4. If Parcel Force fails to collect for any reason, the parcels will be left overnight locked in the secure storage for dispatch the following day. Reception will notify the Examinations and Assessment Manager again once the parcels have been collected.

5. All collections are logged in both by Parcel Force and the Examinations and Assessment Manager. The Examinations and Assessment Manager keep a record of all dispatches identified by their unique reference number.

9.4 Information to students, parents and staff

1. All students sitting exams are given information about exam expectations, routines and malpractice[4], through assemblies prior to their mocks and prior to the external exams. Mock exams reflect all procedures required in external exams.

2. Examination timetables and arrangements are distributed as follows.
   ● Individual timetable, with copy of JCQ Candidate privacy notice, given to each candidate and emailed to each candidate and parent/carer.
   ● Full timetables (Y11) emailed to all staff and published on the academy website.
   ● Daily summary of exams and exam arrangements and a full list of student names (Seating plan) emailed to all staff the day before each exam.
   ● Week-ahead examination arrangements and a full list of students emailed to SLT each week.

3. Candidates are informed that whatever the date of their last exam, they must remain available until Exam contingency day in case an awarding body needs to invoke its contingency plan and make use of this date.

4. All JCQ guidance for candidates is available on the academy's website.

5. Students can look at their seat numbers for each exam via their exam timetable outside/ inside the exam hall before entering the exam hall.

6. As soon as entries are submitted, the Examinations and Assessment Manager will make arrangements to resolve any clashes. Candidates will be informed of these arrangements within 2 weeks of entries being submitted.

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[4] See Appendix 4 and 7 for examples of candidate malpractice

9.5 Exam venues and environments

1. The academy uses the following internal spaces for exams:
   - The sports hall and the annex (students using a scribe or reader)
   - Assembly hall
   - The HUB
   - Other rooms will be booked depending on requirements and availability.

2. On-screen exams take place in IT rooms.

3. The Examinations and Assessment Manager books all exam rooms, after liaison with other users, and arranges for them to be set up by the Premises Team.

4. Where examinations are conducted in classrooms, materials display (maps, diagrams, wall charts, and projected Images) will be covered by Invigilators

5. The Examinations and Assessment Manager ensures all materials and equipment required are in the correct rooms. The Network Manager supports with on-screen exam access, screens and the PA system.

9.6 Invigilation Arrangements

1. A core team of invigilators is appointed by the school, and is line managed by the Exams and Assessment Manager.
2. In addition, external invigilators (Agency staff) will be used to invigilate and facilitate the smooth running of public examinations.
3. Recruitment of directly employed school invigilators is the responsibility of the Exams and Assessment Manager in consultation with SLT responsible for exams
4. Invigilators are recruited, trained, timetabled and briefed by the Exams and Assessment Manager.
5. All invigilators and Lead Invigilators are trained by the Examinations and Assessment Manager each year.
6. Evidence of training for all externally recruited Invigilators and facilities must be requested and kept on file.
7. Securing the necessary Disclosure Barring Service (DBS) clearance for new invigilators and organising induction (including relevant safeguarding training) is the responsibility of the HR administrator.
8. Invigilators are required to sign the conflict-of-interest declaration in *Appendix 1.*
9. For further information on our safer recruitment policy please see the *Mulberry Academy Woodside Child Protection and Safeguarding policy*.
10. DBS fees for securing such clearance are paid by the Centre.
11. Invigilators' rates of pay are set by the Head Teacher and School Business Manager.
12. The invigilation team for each external exam includes at least:

    - a lead invigilator
    - one invigilator for each group of 30 candidates (or fewer) for timetabled written exams; or
    - one invigilator for each group of 20 candidates taking on-screen tests, or timed Art examinations unless the awarding body has given permission to do otherwise.
    - an additional invigilator to provide cover if needed.
13. This is, however, dependent on the nature of the test and the layout of the room. Further invigilators are used at the Examinations and Assessment

Manager's discretion to ensure that all candidates are always in view.

14. External invigilators also provide the practical support as part of one-to-one access arrangement and additional invigilation
15. External invigilators are used for all external written/on-line exams and for mock exams.
16. Access arrangements for mock exams are met by teaching assistants and other trained support

9.7 Exam Day routines.

a) 07:45 – 08:25 revision and breakfast in Ash Canteen
b) 08:40 (morning examinations) students to go to usual tutor group line-up where registers are taken;
c) 13.30 (afternoon examinations) students go to line up.
d) For non-core examinations the HoY will form separate lines for each examination.
e) In the event of rain, students will line up under the covered areas in the playground.
f) A register is taken by HoY/AHoY depending on teaching commitment.
g) A register is also taken by attendance officer.
h) SLT/HoY leads lines to exam hall.
i) HoY/AHoY/SLT verify attendance and identity as students are going into the exam hall. This is cross checked with the attendance officer's register.
j) Invigilators instruct rows of students to move into hall; invigilators take over supervision at the hall door.
k) In the exam hall, exam register is taken by Lead Invigilator(s) and Exams and Assessment Manager to check for absentees and late arrivals.
l) Exam Hall register is taken to attendance team to immediately follow up absentees
m) The Examinations and Assessment Manager notifies kitchen if early lunch is required for afternoon exam; HoY/AHoY/SLT and/or 2 members of staff support with early lunch.
n) The Examinations and Assessment Manager and ensures necessary supervision for any candidates with exam clashes. Where candidates are taking two or more examinations in a session and the total time is three hours or less, candidates are given a supervised rest break in the exam hall under exam conditions.
o) Overnight supervision arrangements are applied as last resort and conducted in accordance to *paragraph 8 of the JCQ instruction for conducting exam document.*

9.8 In the exam hall (including on-screen exams)

1. Senior and middle leaders supervise students into the hall only.

2. The Examination Manager and the invigilation team are responsible for students once they enter the hall.

3. Senior members of staff approved by the head of Centre, who have not taught the subject, may be present at the start of the examination to identify, settle candidates, instill discipline, check that candidates have the right paper and necessary equipment, and to start the examination.

1. JCQ regulations notice to centers - the people present in the examinations room (see Appendix 2) will be followed in the exam room

2. An examination report sheet is completed by the lead invigilator after each exam. This records all members of staff present at any point in the exam room (with the reason), any late students and any other pertinent information.

3. The academy's published expectations for dress and behaviour apply in and around the exam hall.

4. Disruptive candidates will be dealt with in accordance with JCQ guidelines.

5. JCQ regulations concerning candidates' use of mobile phones and all electronic devices always apply. Mobile phones are collected from students by Invigilators and stored in individually numbered crates.

6. For mobile phone access for medical purposes – additional invigilators will be required for individual supervision.

7. Candidates' personal belongings, including their bags and coats, are stored in the cages between the main sports hall and the support area. Candidates are encouraged to bring as little as possible into the hall with them.

8. Food and drinks are not permitted in the examination room. Exceptions apply for candidates with medical conditions, eg Diabetes.

9. Water bottles are permitted in the examination room, but they must be transparent with all labels removed.

10. The lead invigilator checks the day, date, time, subject, unit/component and tier of entry (if appropriate) immediately before the paper packet is opened.

11. Emergency evacuation procedures are displayed in each exam venue *(see Appendix 3).* In case of an emergency, advice is sought from the relevant awarding body and exam resumes as soon as it is safe to do so at the same Centre or the alternative site(s) detailed in the Centre's contingency plan.

12. The lead invigilator or Exams and Assessment Manager reads instructions about exam expectations to candidates at the start of each exam, including asking them to check the above information. Candidates are told when to complete the details on their answer booklets. The exam is formally started when the lead invigilator announces that candidates may begin to write their answers.

13. The date, subject, paper number and Centre number are displayed on a screen/flipchart/whiteboard in all exam venues visible to all students, together with the start and finish time and the finish time for any students with Extra Time.

14. Invigilators are made aware of students with Extra Time, supervised rest breaks or any medical needs. All candidates continue their exam for the full duration, including any Extra Time.

15. Examination papers **may not** be read by teachers or removed from the

exam room before the end of a session. Papers are made available to HoD's <mark>24 hours after the awarding body published finish time.</mark>

16. Candidates may only leave the exam hall for a genuine purpose (approved toilet pass, supervised rest breaks, medical reasons) with an immediate return. An invigilator must always accompany them.

17. The Examinations and Assessment Manager advises on the order of papers for students with a clash and on the length of any rest break between the papers. This rest break is taken in the exam hall under exam conditions. Where successive exams would exceed 3 hours, an earlier or later session may be used and the candidates are kept under supervision by an invigilator, without access to electronic devices/internet.

9.8.1 Verifying candidates' identity

1. Students' identity documentation is checked on admission to the academy, and full name and date of birth are recorded on the Information Management system.

2. Candidates are well known to academy staff supervising students assembling for the exams and to the Exams and Assessment Manager and the members of SLT present at the start of the exam.

3. A register is taken by senior staff and the attendance officer just before students enter the exam hall. This register is cross-checked with the Exams and Assessment Managers register.

4. Candidate cards display students' names and photographs for verification purposes.

9.8.2 Candidates who arrive late

1. A candidate who arrives after the start of the examination may be allowed to enter the examination room and to sit the examination at the discretion of the Head of Centre.

2. A candidate who arrives after the start of the examination and is permitted into the exam hall will be allowed the full time for the examination.

3. A candidate will be considered very late if they arrive more than one hour after the awarding body's published start time for an examination which lasts one hour or more, and, for examinations that last less than one hour, if they arrive 30 minutes after the awarding body's published starting time, or after the awarding body's published finishing time.

4. When a candidate arrives very late for an examination, the Examinations and Assessment Manager submits a written report to the awarding body in line with JCQ requirements and dispatches the script in the normal way.

5. The candidate is warned that the awarding body is unlikely to accept the work.

9.8.3 At the end of the examination

1. The Exams and Assessment Manager/ Lead Invigilator stops the exam at the finish.

2. Candidates are instructed to make sure they have recorded their details on answer booklets.

3. Exam conditions are maintained as students' papers, question papers and any other materials are collected and handled securely at all times

4. Students are dismissed chronologically, and exam conditions are maintained until they are outside the room.

5. Candidates granted extra time, supervised rest breaks and those who were late are allowed to continue uninterrupted for the necessary additional time.

6. Lead Invigilators may correct any incomplete candidate or Centre information once a discrepancy is identified.

7. No other details should be altered, and candidate answers may not be read or photocopied.

8. Lead Invigilators package scripts into awarding body dispatch bags with the completed registers.

9. Exam and Assessment Manager verify the packaged script and registers and seals that script packages for Parcel Force pick up.

10. Script packages are secured and made available at the Main reception 15 minutes before the collection slot.

11. Exams and Assessment Manager must complete the script dispatch log before collection.

9.8.4 Applications for special consideration

1. Special consideration is a post-examination adjustment to a candidate's mark or grade. This is to reflect temporary illness, temporary injury or some other event outside of the candidate's control at the time of the assessment.
2. Special consideration 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.
3. Candidates will be eligible for special consideration if they have been fully prepared and have covered the whole course but performance in the examination or NEA, is materially affected by adverse circumstances beyond their control.
4. Should a candidate be unable to attend an exam because of illness, suffer bereavement or other trauma, be ill or otherwise disadvantaged or disturbed during an exam, then it is the candidate's responsibility to alert the Exams and Assessment Manager and Designated Safe-Guarding Lead to that effect.
5. The candidate must support any special consideration claim with appropriate evidence, for example a letter from their doctor within 5 days of the exam.
6. The Exams and Assessment Manager will make a special consideration application to the relevant awarding body once all supporting evidences have been gathered
7. The Examinations and Assessment Manager submits the applications to the Awarding Body, within 7 days of the last exam in the subject.

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[5] See JCQ's *A Guide to Special Consideration Process 2025_2026*

9.9 Private candidates

- The academy does not accept private candidates.

10. Procedures Relating to Non-Examination Assessments & BTEC

1. Ofqual refers to any GCSE/GCE assessment which is not an examination taken on the same day, at the same time, by all students as 'Non-examination assessment' (NEA).
2. In the academy this includes assessments such as: English language GCSE spoken language endorsement; Modern Foreign Languages speaking assessments; science A level practical skills assessments; Art, Photography and 3Ddesign GCSE externally set assignment; Music GCSE performing and composing assessments; Drama GCSE performance assessments, Physical Education GCSE performance assessments.
3. BTEC Qualifications Assignments adhere to the same procedures

10.1. Managing NEAs

1. Each subject with NEA has a published guidance document that includes internal guidance, awarding body guidance and JCQ guidance. All staff involved in the assessment sign the document to confirm they have read and understood it. This includes arrangements for securing the correct level of control.

2. The Examinations Officer confirms to subject leaders the deadlines relating to their NEAs.

3. When requested by the awarding bodies, the Examinations Officer will communicate to the subject leader/HOD the names of students whose work is required in any sample.

4. HoD's plan and arrange the assessments and ensure appropriate training for all staff involved[7]. They monitor the assessment processes and ensure all work is authenticated as per JCQ requirements (Instructions for conducting non-examination assessments 2025-26)

5. In practical assessments, subject teachers and/or subject technicians are available for technical support.

6. Students MUST be reminded that submitting work that is not their own, ie through the use of AI or plagiarism, constitutes malpractice and that once they sign the declaration form to declare it is their own work instances of this will be reported to the awarding body.

7. If a teacher cannot confirm that the work presented by a candidate is their own and has been completed under the required conditions, the candidate's work should not be accepted, record '0' for internally assessed work.

8. All suspected or actual malpractices must be communicated to the Senior Leadership Team.

9. Students must indicate the particular part, element or phrase and state where it came from. Candidates must give detailed references even where they paraphrase the original material.

10. ==Where computer-generated content has been used (such as an AI chatbot), the reference must show the name of the AI tool used and should show the date the content was generated. For example: ChatGPT 3.5 (https://openai.com/ blog/ChatGPT/), 25/01/2026. Candidates should also reference the sources used by the AI tool in generating the content.==

11. ==Candidates must retain a copy of the question(s) and computer-generated content for reference and authentication 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 candidate's work for final assessment so that the teacher can review the work, the AI-generated content and how it has been used.==

12. Students' work for an NEA is stored securely in a locked cupboard/cabinet unless students are working on it, or teachers are marking/moderating it. Assessments completed electronically are saved into a dedicated secure area on the school network.

13. ==In the event of loss of work, request for adjustments will be made according to *paragraph 8.2 of the JCQ instructions for conducting non-examination assessments 2025_2026.*==

14. Where marking is internal, moderation processes involving all teachers who mark work are managed by the HoD and outcomes are recorded. HoD's provide final marks to the Examinations Officer for submission (submission is subject to changes as/when required by awarding bodies).

15. Candidates are informed of the marks they have been awarded for their work prior to the marks being submitted to the awarding body for moderation.
16. Records confirm candidates have been informed of their marks.

17. Candidates are informed that these marks are subject to change through the awarding body's moderation process.
18. Candidates are informed of their marks to the timescale identified in the Centre's internal appeals procedure and prior to the internal deadline set by the Exams Assessment Manager for the submission of marks.
19. Candidates are made aware of the Centre's internal appeals procedures and timescale for submitting an appeal/request for a review of the Centre's marking prior to the submission of marks to the awarding body.

20. Any appeals will be dealt with in accordance with the Centre's Internal Appeals Procedure (IAP).

21. Subject leaders also liaise with visiting moderators where relevant and are responsible for making the required work and assessment records available.

[6] See JCQ Instructions for Conducting Non-Examination Assessments 2025_2026
[7] See JCQ Information for Candidates Non-Examination Assessments 2025_2026

10.2 BTEC assignments

1. BTEC assignment briefs and students' assignments are managed in accordance with Pearson's requirements.[8] They are quality assured through Pearson's internal and external verification procedures, overseen by the academy's Quality Nominee. Pearson's annual Centre Quality Review verifies these processes are in place.

2. Students are responsible for their own work until it is submitted. They store it on their home drive and submit it either on paper or through a secure Dropbox on the shared drive. It is then kept in secure storage unless a teacher is marking or moderating it.

3. Moderation processes are managed by the subject lead and recorded.

4. The Quality Nominee confirms to Lead Internal Verifiers the samples required, and timeline, for External Verification. Samples are collated by the Lead Verifier and checked and uploaded into the Pearson Learner Work Transfer (LWT) by the Examinations and Assessment Manager.

5. Further details of BTEC procedures are included in the academy BTEC Assessment, Internal Verification and Malpractice Policy, available from the Quality Nominee or the Examinations and Assessment Manager.

10.2 Communication to students and parents

1. HoD's/Subject Leaders explain all procedures and expectations relating to non-exam assessments to students. This includes talking through the JCQ guidance to candidates which is also available on the academy's website.

2. Parents are informed of the assessments within each course through options booklets and course information. They are pointed to relevant JCQ guidance on the academy's website through information at parents' events.

10.3 Appeals against internal assessments.

1. The academy is committed to ensuring that staff mark candidates' non-examination assessments and assignments fairly, consistently and in accordance with the awarding body's specification and subject-specific requirements.

2. Candidates' work is marked by staff who have appropriate knowledge, understanding and skill, and who have been trained in this activity. Where a number of teachers are involved in marking candidates' work, internal moderation and standardisation ensures consistency of marking.

3. If a candidate believes that this may not have happened in relation to his/her work, they may make use of the appeals procedure

22. The main points are:
    - appeals will only be considered if they apply to the process leading to

an assessment. There is no appeal against the mark or grade awarded.

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

- appeals should be made in writing to the Head of Centre (Executive Principal, Mulberry Academy Woodside) who will decide whether the assessment process met requirements.

- appeals should be made as early as possible and no later than a week before being submitted to the Awarding Body for moderation.

- The Head of Centre's findings will be notified in writing to the candidate, copied to the Examinations and Assessment Manager and recorded for awarding body inspection.

[8]See BTEC Centre Guide to Quality Assurance 2025_2026

11. Procedures relating to access arrangements

11.1 Assessment

1. Access arrangements are one of the ways the school ensures that every student achieves the best possible outcome at all stages of their education.

2. Ensuring the effective working of these arrangements are a part of our Inclusive Education philosophy and is the responsibility of all staff.

3. The intention behind an access arrangement is to meet the needs of an individual candidate without affecting the integrity of the assessment.

4. They allow candidates with specific needs, such as special educational needs, disabilities or temporary injuries to access the assessment and show what they know and can do without changing the demands of the assessment.

5. The arrangement(s) put in place will reflect the support given to the candidate in school, for example:
   - in the classroom (where appropriate);
   - working in small groups for reading and/or writing.
   - literacy support lessons.
   - literacy intervention strategies.
   - in internal school tests/examinations.
   - mock examinations.

6. This is commonly referred to as 'normal way of working'. For candidates with learning difficulties this is typically the background information recorded within Part 1 of Form 8 by the SENCo.

7. The "Normal Way of Working" associated with access arrangements are evident every day in the classroom through the differentiation that is planned and carried out every day.

8. A candidate's access arrangements requirement is determined from a process of consultation between the SENCo, inclusion team, Head of Department and specialist teacher and should help prepare candidates for the workplace.

9. The SENCo considers and, where appropriate, implement access arrangements that will prepare candidates for the workplace. 25% extra time may not always be the most appropriate arrangement.

10. SENCos will consider alternative arrangements, such as assistive technology, listening to music/white noise, supervised rest breaks or a timer. Where a candidate has persistent and significant concentration difficulties, a blank sheet of paper for doodling may be given to the candidate

11. Candidates may not require the same access arrangements in each

specification. Subjects and their methods of assessment may vary, leading to different demands of the candidate. The SENCo will consider the need for access arrangements on a subject-by-subject basis.

12. Students' needs are identified from Year 7 or when they start and internal reasonable adjustments are implemented in the classroom and during assessments.

13. Access arrangements are processed at the start of Year 11 or during the first year of a two-year course (BTEC), having firmly established a picture of need and normal way of working during Years 7 to 9.

14. The key principle the SENCo follows is to show a history of support and provision by completing the JCQ forms 8 or 9.

15. Part 1 of the Form 8 must include records of teacher feedback and evidence of "Normal Way of Working" prior to the assessment. (AA 5.2)

16. A skeleton Part 1 of Form 8 being completed prior to the assessment is no longer acceptable by JCQ Inspection services. (AA 5.2)

17. In the event of a temporary injury or impairment, or a diagnosis of a disability or manifestation of an impairment relating to an existing disability arising after the start of the course, access arrangements will be applied for as soon as is practicable.

18. Applications for 25% extra time (except GCSE re-sits) in addition to the completed form must include a sample of tests/mocks showing an application of 25% extra time, and comments from teaching staff on how and why they need 25% extra time. (AA 5.2)

19. Where candidates only require occasional words or phrases to be read, they may use an examination reading pen or a floating reader.

20. Where a person is appointed to facilitate an access arrangement (e.g., a communication professional; a language modifier; a practical assistant; a prompter; a reader; or a scribe; white noise/music) they are responsible to the head of Centre. The person appointed must not normally be the candidate's own subject teacher and must not be a relative, friend, peer or private tutor of the candidate.

21. Where a candidate has an approved online application for a bilingual dictionary with 25% extra time, if the three-year period from the candidate's entry into the United Kingdom falls within an examination series, the candidate will be permitted to complete that series in full using a bilingual dictionary with 25% extra time

22. SENCo will exhaust the option of supervised rest breaks as a more effective and appropriate arrangement than 25% extra time for candidates who experience anxiety or attention difficulties. (AA 5.1)

23. The candidate must have had appropriate opportunities to practice using the access arrangement(s) before his/her first examination.

24. Submitting completed access arrangement applications to the awarding bodies is the responsibility of the SENCo with support from the Exams and Assessment Manager.

25. The SENCo will work with the TA supporting exams, the Exams and Assessment Manager, the inclusion support manager, teaching staff, support staff and other exams office personnel to ensure that approved access arrangements are put in place for internal school tests, mock examinations and examinations.

26. The SENCo will consider withdrawing the arrangement, provided the candidate will not be placed at a substantial disadvantage. The SENCo will work with teachers and departments to monitor the use of the arrangement in internal school tests and mock examinations.

27. Following assessment, the external assessor confirms the students who should have access arrangements, and the SENCO/Examinations Officer submits the applications to the Awarding Body via the JCQ website and confirms the response.

28. A copy of application, evidence of need, awarding body approval and signed data protection notice is held securely in individual files in the SEND shared location.

11.2 Implementing access arrangements.

1. The SENCo compiles a list of students, their needs and supporting evidence for the external assessor.

2. The SENCo will inform subject teachers of candidates with special educational needs and any special arrangements that individual candidates will need during the course and in any assessments/exams.

3. Class teachers must build a picture of the student's need, retain this evidence securely and pass it to the SENCo when it is required. This could include examples of student assessments that demonstrate a student's need.

4. SENCo will complete Part 1 of form 8 and all parts of form 9 for Access arrangements application.

5. The SENCo and Exams officer arranges for the Centre Access Arrangement Assessor to test students, complete Part 2 of form 8

6. The SENCo competes Part 3 of all form 8s and liaises with Exams officer to submit all applications on Access Arrangements Online (AAO) for approval

7. The SENCo informs the Examinations and Assessment Manager of students with approved access arrangements. Together they plan the provision and staffing needed for each exam. The arrangements for exams will always reflect students'

Access Arrangement online application.

8. The SENCo informs students, parents and relevant exam staff of the approved access arrangement for the exams.

9. For NEAs, Subject leaders inform the SENCo of the dates for their non-examination assessments and on-line exams. The SENCo supports, as necessary, with implementation of the arrangements.

10. The Examinations and Assessment Manager and the SENCo schedule, as necessary, equipment (including laptops), rooms, staff and invigilators to meet the access arrangements. As far as possible, these will reflect students' normal working practice.

11. The person appointed to facilitate access arrangements must be a responsible adult, who is appropriately trained and fully understands the rules of the access arrangement(s), as detailed in this document.

12. The SENCo/Lead TA deploys the staff providing practical support such as readers/scribes and provides training to all staff who contribute to access arrangements.

13. The Exams Manager ensures that rooming/seating plans are such that students awarded readers, scribes or word processors are not able to overhear or distract one another.

14. Staff taking the role of scribe and/or reader at Mulberry Academy Woodside must read and sign a form showing they understand the rules, as set out by JCQ.

15. Completed forms will be collected and stored by the SENCo. A new form will be completed ahead of each exam series. Copies of the form can be found in *Appendix 6.*

16. Support for access arrangement candidates, as defined in the JCQ access arrangements regulations, will be organised by the Lead TA in consultation with the Exams and Assessment Manager

17. The JCQ and the awarding bodies can only enter discussions over access arrangements with Mulberry Academy Woodside and not with parents/carers.

18. When an access arrangement has been processed online and approved, the evidence of need (where required) will be made available by the SENCo to a JCQ Centre Inspector upon request.

19. Candidates who use word processors as part of their Normal Way of working and have been approved to use scribes may choose to use word processors instead of a scribe. For Mulberry Academy Woodside's policy on the use of Word Processors, please refer to *appendix 5.*

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[9] See JCQ Access Arrangements and Reasonable Adjustments 2025_2026

12. Procedures relating to results and post-results services.

12.1 Results download

1. The Examinations and Assessment Manager will accesses the downloadable files from the awarding bodies, resolve any anomalies, upload results file into school Management Information System for Performance analysis and produce statements of results for individual candidates.

12.2 Results day

2. The academy is open and staffed in the morning of results days for students to collect their results.
   - Candidates will receive statement of results on results days on school headed paper.
   - Results are to be collected in person by the candidate at the Centre and signed for.
   - If a candidate is unable to collect his/her results, written permission is required before results can be released to a family member.
   - Candidates may arrange with the Examinations and Assessment Manager to collect them at a later time.
   - The provision of the necessary staff on results days is the responsibility of the Senior Leadership Team.
   - Appropriate staff are available to support students with decisions about their next steps (Post Results services and College decisions).

12.3 Post results services

3. Candidates are informed of these services in the letter detailing results day arrangements.
   - Reviews of Results (RORs) may be requested by Centre staff or the candidate following the release of results.
   - A request for a review or clerical check requires the written consent of the candidate, a request for a re-moderation of internally assessed work may be submitted without the consent of the group of candidates.
   - Decisions on whether to make an application for RORs will be made by the Head of Department and approved by SLT. The Centre will only request for a review of results if candidates' total marks are between (1-3) marks away from the next grade.
   - The cost of RORs will be paid by the Centre if instigated by the Centre, or candidates if instigated by the candidates.
   - All processing of RORs will be the responsibility of the Exams and Assessment Manager, following the JCQ guidance.
   - The outcome of a review of the result will be communicated to Senior Leadership Team, Head of Departments, Parents and students.

12.4 Access to Scripts (ATS)

- Centre staff may request scripts for investigation or for teaching purposes once candidates' consent have been obtained.
- An EAR (Enquiry about Results) cannot be applied for once an original script has been returned to the Centre.
- Some awarding bodies provide a free ATS service where scripts can be downloaded directly from the website by teaching staff. Processing of requests for **original** ATS will be the responsibility of the Exams and Assessment Manager.

12.5 Certificates

4. Candidates are informed on results day of the arrangements for collecting certificates from school.

5. Certificates are presented or collected in person and signed for.

6. Certificates may be collected on behalf of a candidate by a third party, provided the academy has been notified by the Candidate that they have been authorised to do so and can provide suitable identification.

7. All students must check that all details are correct, and all subjects are recorded.

8. Students are advised to look after their certificates carefully.

9. The Centre retains unclaimed certificates for a maximum of two years, after which time they are destroyed securely.

10. A new certificate will not be issued by an awarding organisation. A transcript of results may be issued if a candidate agrees to pay the costs incurred.

11. After two years you will have be directed to the respective Awarding body Website for any further information on obtaining results.

13. Procedures relating to malpractice.

13.1. The head of Centre in consultation with the Exams and Assessment Manager are responsible for investigating suspected malpractice. This may be delegated to another member of SLT.

13.2. Teaching staff, support staff and invigilators have a duty to report any incidents of malpractice within exam or assessment procedures, by colleagues or students, to senior members of staff. Senior staff should report it to the Head of Centre.

13.3. In accordance with JCQ regulations, the academy will report any incident of malpractice immediately to the relevant awarding body.

13.4. Incidents of malpractice by candidates may result in disqualification of the candidate from the paper or assessment or possibly the whole qualification.

13.5. Appendix 4 and 7 list examples of candidate malpractice. Further details of malpractice in the context of BTEC qualifications are included in the BTEC Assessment, internal verification and malpractice policy.

13.6. The academy will investigate any incident of suspected malpractice in

accordance with JCQ regulations[10].

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[10] See JCQ [Suspected Malpractice Policies and Procedures](#)

SECTION C: ROLES, RESPONSIBILITIES AND TRAINING

- **The Head of Centre Responsibility:**

  1. Responsible for the academy as an Examination Centre and its compliance with all JCQ/awarding body requirements relevant to the qualifications offered at the academy.
  2. Completing the National Centre Number Register annual update **by the end of October** every year even if there are no changes to Centre details.
  3. Ensuring appropriate controls are in place for accurate data is submitted to awarding bodies by the required deadlines and that all steps are taken to respond promptly to awarding body request for information and documents.
  4. Reporting all suspicions or actual incidents of malpractice.
  5. Ensuring that the Centre has relevant staffing to facilitate the effective delivery of examination in the Centre; Senior Leader(s) responsible for examination administration, Examination officer, SENCo, Access Arrangement Assessor, Teachers, Teaching assistants and relevant support staff.
  6. Ensure SLT, Exam officer, SENCo and Teachers have sufficient time to familiarise and understand relevant JCQ documentations for examination administration and relevant specification regulations.
  7. Ensuring SLT, Examination Officer, SENCo, Access Arrangement Assessor undertake annual regular CPD, such as attending annual update course.
  8. Adopting an effective contingency plan that covers issues relating to all aspects of examination/ assessment administration and delivery.
  9. Approving any internal appeals
  10. Managing conflict of interest by informing the awarding bodies
  11. The implementation of this policy by all staff.
  12. Keeping all JCQ required policies up to date and ensuring annual review.

- **The Deputy Head Teacher supporting exams responsibility:**

  1. Reviewing the Annual qualification plan and ensuring qualifications are delivered as required by awarding bodies
  2. Developing and maintaining the Annual Assessment calendar
  3. Making decisions about withdrawing students from a qualification, exam or non-exam assessment and communicating this to the Senior Leader responsible and the Examinations and Assessment Manager.
  4. Manage the DfE June Checking Exercise process on disqualification
  5. Present analysis of annual exam performance, insights and key indicators to all staff on INSET day
  6. Review and update all staff on any key observations and recommendations from the center's annual exam review process
  7. Advising on Post Results enquiries.

- **The Senior Leader responsible for exams responsibility:**

  1. Farmiliarising and understanding relevant awarding body and JCQ documentation, updates and changes
  2. Supporting the Examination officer and the SENCo to ensure effective exam

==administration and decision making in line with the published regulations.==

3   Ensuring that the Senior Leadership Team is fully informed of the implications of this policy for the day-to-day operation of the academy.

4   Ensuring that all staff are appropriately informed and trained for their roles within this policy.

5   line managing the Examinations and Assessment Manager.

6   Quality assuring subject teams' approaches to planning, managing and moderating non-exam assessments, in line with JCQ requirements and awarding bodies' subject- specific instructions.

7   monitoring the procedures in this policy and ensuring exams and non-exam assessments are run efficiently and in the best interest of students.

8   mapping overall resource management requirements for non-exam assessments over the year and resolving:

- clashes/problems over the timing or operation of non-exam assessments.
- issues arising from the need for facilities (rooms, IT networks, time out of school etc.).

9   ensure that all staff have a calendar of assessment events.

10 ==Updating and reviewing the Centre policies to be communicated within the Centre and for JCQ inspection==

11 ==Manage the center communication to parents and candidates e.g Information to candidates on exam rules and regulations, access arrangements, special consideration, complaints policy, and post-results services.==

12 ==Manage the annual exam review process after the summer exams==

13 managing any internal appeals.

14 Advising on Post Results services.

- **The Quality Nominee responsibility:**

  1. fulfilling the role as set out in Pearson's quality assurance handbook.
  2. ensuring the implementation of the academy BTEC Assessment, Internal Verification and Malpractice Policy and the academy BTEC Registration and Certification Policy;
  3. facilitating the Centre Quality Review and acting on any action points in the report.
  4. keeping abreast of updates and changes to awarding body requirements and ensuring that all BTEC staff are informed of these.
  5. quality assuring subject teams' approaches to planning, managing, assessing and verifying assignments and students' work.
  6. ==Ensuring internally assessed components are submitted in accordance to awarding bodies instructions and deadline.==
  7. managing any internal appeals for BTEC.

- **The Examinations and Assessment Manager Responsibility:**

  1. ==Keep abreast with and understand the relevant awarding body and JCQ documentation for the effective delivery and administration of examinations in the Centre.==
  2. Managing the administration of internal exams and non-exam assessment administration and public exams.

3. Advises the senior leadership team, subject teachers and class tutors, and other relevant staff on annual exam timetables and procedures as set by the various awarding bodies and JCQ.
4. Ensure that relevant communications from Ofqual, JCQ, exam boards and other relevant bodies are passed on to SLT and/or HoD's as appropriate.
5. Obtains approval to run qualifications with awarding bodies where required and registers candidates for vocational programmes at the start of the academic year.
6. Produces the annual qualification plan to capture all specification changes for the academic year
7. Contributes to the production of the annual assessment calendar to capture awarding body key dates, deadlines and key tasks.
8. Ensure the security of assessment materials in order to maintain the integrity of the examinations/assessment
9. Receives, checks and stores securely all exam papers and completed scripts and ensures that scripts are dispatched as per JCQ and awarding body guidelines
10. Prepares for JCQ inspection by ensuring that all exam-related policies are in place and adheres to the requirements of the JCQ and its member awarding bodies.
11. Act as point of contact for the JCQ annual inspection service and ensure Mulberry Academy Woodside is compliant with current regulations.
12. Receives and accompany JCQ Centre Inspector throughout their tour of the Centre.
13. Laise with the SENCo on Access Arrangement applications and ensuring appropriate resources are in place to meet candidate's needs. Eg. Sufficient readers and scribes.
14. Maintains systems and processes to support the timely and accurate entry of candidates for their exams.
15. Communicating with awarding bodies in connection with registrations, entries, deadlines, submission of marks, claiming results and certificates.
16. Developing and publishing general examination timetables
17. Identifies and manages exam timetable clashes
18. Downloading Public exam base data and building base data for domestic exams for exams organization.
19. Seating, rooming and building Individual timetables for candidates
20. Ensuring that candidates and their parents receive timetables (email/printed) and are informed of key rules, regulations, procedures and aspects of the exams that affect them. *E.g JCQ Information to candidates, Unauthorised Items and Warning to Candidates documents.*
21. Undertakes regular CPD and attend Exam officers Network meetings
22. Tracks, dispatches, and stores returned controlled assessments (NEAs).
23. Makes applications for special consideration following the regulations in the JCQ publication *"A guide to the special consideration process"*.
24. Reviews DfE June Check Your Performance Measures Data (CYPMD) and submits requests for disapplication
25. Accounts for income and expenditures relating to all exam and registration fees.
26. Line manages and ensures annual training is provided for the invigilation team.
27. Liaises with recruitment agencies, booking in additional invigilators (where necessary) for public exams.

28. Arranges for dissemination of exam results and certificates to candidates and forwards, in consultation with SLT, any post results service requests.
29. Laise with Site staff, IT/Network Manager, Canteen staff on scheduling exams and set-up requirements.
30. Send examination arrangements and a full list of student names and seating numbers to staff the day before each exam and SLT a week in advance.
31. Ensuring secure timely and recorded dispatch of examination scripts and non-exam assessment samples to awarding bodies. Script packages should be available at the agreed pick-up point 15 minutes before the beginning of the collection slot.
32. Escalate any alleged, suspected or actual incidents of malpractice or maladministration to SLT and Head of Centre.

- *Exam Assistant or Lead Invigilator Responsibility*

1. Assisting the Exams and Assessment Manager in conducting examinations and assessments
2. Support in any exam related administration tasks
3. Directing the invigilation team and Access arrangement facilitators in accordance with the exam day checklist
4. Complete the second pair of eyes check and collect exam materials from the secure storage/exam's office to the exam hall
5. Starting the exam using the Invigilators Announcement guide
6. Take Invigilators and facilitators attendance records
7. Take attendance in the exam hall and updates attendance team
8. Supporting the Exams and Assessment Manager with the dispatch of exam scripts

- *Invigilators' Responsibility*

1. Conduct all examinations/assessment according to the *JCQ Instructions for conducting examinations*
2. Collection of exam papers and other material from the Exams and Assessment Manager before the start of the exam
3. Setting up exam rooms prior to the start of an exam and clearing the exam room once exams have ended.
4. Fixing JCQ exam posters and seating plans around the exam hall
5. Collection of prohibited items prior to candidates entering an exam.
6. Settling candidates in the exam hall prior to the start of the exam, answering any queries candidates may have.
7. Identifying and verifying the identify of candidates using the candidate desk cards.
8. Monitoring and supervising candidates during the exam
9. Collection of all exam papers/exam materials at the end of the exam and ensuring their safe return to the Exams and Assessment Manager.
10. Return of prohibited items as candidates leave the exam.

[11] See JCQ Access Arrangements and Reasonable Adjustments 2025_2026
[12] See JCQ's A Guide to Special Consideration 2025_2026

- *Senior leaders line managing faculties responsibility:*

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    1. Supporting the HoD's in making entry decisions where alternatives are available.
    2. Understand the requirements of the awarding body's specification and are familiar with relevant teachers' notes and any other subject-specific instructions.
    3. The safe and secure conduct of non-exam assessments within their faculty areas and for ensuring all non-exam assessments comply with JCQ requirements and awarding bodies' subject-specific instructions.

- *The SENCo Responsibility:*

    1. Coordinating the access arrangement process within the centre and determining the appropriate arrangements for candidates with learning difficulties or disabilities, EAL students and those with temporary illness or injury.
    2. With input from subject and pastoral teams, identifying candidates who may be eligible for Access Arrangements and arranging their assessment by an external assessor[13].
    3. Identification of candidates' appropriate access arrangements, notifying the Exams and Assessment Manager in good time so that testing can be arranged with a specialist teacher allowing awarding body applications to be submitted before each applicable deadline for summer exams (31st January for modified question papers and 21st March for all other applications).
    4. Gathering the appropriate information that paints the picture of need and demonstrates the normal way of working of the candidate.
    5. Have on file the assessor's qualification and a written process in place to check the qualification(s) of the assessor and that the correct procedures are followed as in *Chapter 7 of the JCQ Access Arrangement and Reasonable Adjustment document.*
    6. Overseeing any necessary applications to gain approval (if required), working in collaboration with the Exams and Assessment Manager.
    7. Preparing for Access Arrangement Inspection by ensuring a well-organized evidence management system available upon request.
    8. Undertaking regular CPD – e.g. annual refresher course.
    9. Training academy staff who facilitate Access Arrangements on their roles in Access Arrangements, key updates and documents like the scribe cover sheets.
    10. Ensuring candidates are informed that application for access arrangement will be processed using Access Arrangement Online and complying with UK GDPR and Data protection Act 2018.
    11. Informing students, parents and HoD's of students' approved Access Arrangements and supporting them in implementing them in exam and non-exam assessments.
    12. Develop an exam anxiety and nervousness plan for candidates to be mentally prepared as anxiety and nervousness are not sufficient grounds for separate invigilation

- ***HoD's Responsibility:***

1. Guidance and pastoral oversight of candidates who are unsure about exam entries or amendments to exam entries.
2. Decisions about entries where alternatives are available.
3. Accurate completion of entry and all other mark sheets and adhering to internal and external deadlines as set by the Examinations and Assessment Manager and awarding bodies.
4. Accurate completion of NEAs mark and centre declaration sheets where applicable.
5. checks with teaching staff that the necessary controlled assessments / non examined assessments are completed on time and in accordance with JCQ guidelines.
6. Supporting the Review of Results and post-results procedures.
7. Ensuring that teachers in their departments are trained and understand their responsibilities in providing agreed access arrangements as the 'normal way of working' for the students that they teach.
8. Deciding on the awarding body, the specifications and the units for the qualifications offered in their faculty area and informing the Examinations and Assessment Manager of any changes.
9. Ensuring that individual teachers understand the requirements of the awarding body's specification and are familiar with relevant teachers' notes and any other subject- specific instructions.
10. Ensuring that they, and their team, are aware of and understand all procedures relating to examinations and non-examination assessments applicable to the qualifications/specifications in their faculty area.
11. Communicating with students and parents about expectations, routines and requirements relating to other non-exam assessments.
12. Thorough and timely standardisation/moderation/internal verification of all internally assessed components.
13. Submitting marks through the Examinations and Assessment Manager to the awarding body and keeping a record of the marks awarded.

[13] See JCQ Access arrangements and reasonable adjustments 2025-26

- ***Teachers' Responsibility***

Candidates are responsible for:

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1. Supplying information on qualification, exam entries, NEAs as required by the HoD and/or Exams and Assessment Manager.
2. Are aware of students in their class with additional needs and ensure they have the required access arrangements in all in-class assessments so that this becomes the student's "Normal Way of Working".
3. Understanding and complying with the JCQ and awarding body requirements for their non-exam assessments.
4. Where relevant, obtaining confidential materials/tasks set by awarding bodies in sufficient time to prepare for the assessment(s) and ensuring that such materials are always stored securely.
5. Asking the SENCo for any assistance required for the management of Access Arrangements.
6. Supervising assessments, at the specified level of control, in accordance with JCQ/awarding body requirements, only aiding students as the specification allows.
7. Ensuring that students and supervising teachers sign authentication forms on completion of an assessment.
8. Marking internally assessed components using the mark schemes provided by the awarding body and participating in standardisation/ moderation activities.
9. Retaining candidates' work securely between high-control assessment sessions and safely for all other assessments when the students' work is on the academy site.
10. Post-completion, retaining candidates' work securely until the closing date for enquiries about results; if an enquiry is submitted, retaining candidates work securely until the outcome of the enquiry and any subsequent appeal has been conveyed to the Centre.

- ***Candidates Responsibility***

1. Checking their exam entries.
2. Understanding the rules of the exam as per the *"warning to candidates"* notice provided by JCQ and the candidate information booklet, available on the school website.
3. Always adhering to JCQ exam requirements and observing all rules that apply when in an exam hall or under other controlled conditions.
4. Understanding non-exam assessment and BTEC assignment regulations and signing a declaration that authenticates the work as their own.
5. Live NEA work needs to remain secure and back up (ideally on 2 devices, including off site/ cloud storage with robust security).
6. Reading and adhering to the exam timetable (and any timetable for non-exam assessments).
7. Discussing any exam clashes with the Pastoral Team, HoD and Examinations and Assessment Manager.
8. Arriving in time for exams and bringing the correct equipment for the exam.
9. Being attentive during the exam and listening, with great care, to the invigilator's instructions before the start of an exam.

Training for these roles

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1. The academy is committed to ensuring all staff are kept up to date with requirements relating to exams and non-exam assessments for qualifications. The exams policy is presented to all staff annually, following its review. Before the start of each exam season, all staff are also informed of procedures surrounding external exams, with a particular focus on any procedures that have changed.

2. The senior leader with responsibility for exams, the Quality Nominee and the Examinations and Assessment Manager participate annually in relevant awarding body training, are part of awarding body networks for updates, and belong to local networks where available.

3. Procedures relating to exams and non-exam assessments for qualifications form part of the induction training for middle leaders and all middle leaders discuss them annually at a Leadership meeting. Middle leaders inform their teams of requirements and in particular give faculty time to discuss procedures for non- exam assessments.

4. The Exams and Assessment Manager provides face-to face training for all new invigilators and annual update training for existing invigilators. All invigilators recruited by the centre are expected to complete the exam office Invigilator online training certification. A record of the content of the face-to-face training and attendees, and online training certificates are retained on file.

5. The SENCo provides training annually to all staff who are involved in providing students' access arrangements. A record of the content of this training and attendees is retained on file.

SECTION D: DISTRIBUTION OF THIS POLICY

How will staff become aware of the policies on exams

1. This policy is available to all staff on the <mark>staff shared network drive on Teams</mark>. All staff are asked to read it at the start of the academic year, via the Staff Handbook processes.

2. All staff must sign that they have read the policy and understood their responsibilities within it. This confirmation is returned to the HR department, who ensure that all are received.

3. This policy is also available on the academy's website ([Exams Information – Mulberry Academy Woodside](#))

CONTINGENCY PLANNING

The Centre contingency plan covers all aspects of the the examination and assessment administration and delivery.

Key Areas covered include:
1. The Head of Centre/SLT responsible for exams absence at critical stage of the exam cycle
2. Exam officer extended absence at critical stage of exam cycle
3. SENCo extended absence at critical stage of the exam cycle
4. Lack of appropriate trained Invigilators and Invigilator absence
5. The Centre/Main exam venues unavailable at short notice
6. Emergency evacuation or Centre lockdown
7. Cyber-attack or Failure of IT systems
8. Succession plan for key exam staffs

The center steps and procedures to mitigate the above risks are detailed in the Contingency Plan 2025_2026

CYBER SECURITY POLICY

The Centre adopts cyber security best practices to ensure that all staff involved in the management, administration and conducting of examinations at Mulberry Academy Woodside stay informed about the latest security threats and trends in account security.
*   All Centre staff undergo the National Cyber security Centre training for school staff on Safe smart Smartlog annually.
*   The NCSC training covers: establishing robust password policy, enabling Muti-factor authentication (MFA), keeping software systems up to date, implementing networks security measures, conducting regular data backups, regularly assessing and auditing security controls
*   All exam staff must complete the Exam office training on cyber security

More information on the Centre cyber security procedures are available in the Cyber Security Policy 2025_2026

Appendix 1: Invigilator declaration - conflict of interest

At appointment, all invigilators will be required to sign the declaration below.

Mulberry
Academy Woodside

INVIGILATOR DECLARATION - CONFLICT OF INTEREST

I confirm that I have no conflict of interest that would prevent me from carrying out the role of invigilator in accordance with JCQ requirements.

I confirm that I am not related to current staff or students of Mulberry Academy Woodside.

Signed: ………………………………………………………………………………………

Name: ………………………………………………………………………………………..

Date: ………………………………………………………………………………………

Appendix 2: The people present in the examination room (JCQ)

The JCQ awarding bodies wish to provide further guidance and clarity on the role of centre staff in the examination room, other than exam officers and invigilators. Chapter 17 of ICE provides clarity on who may be present in the examination room.

The head of Centre has a duty to maintain the integrity of the examination and to ensure that fully trained invigilators are in place for examinations and on-screen tests.

Invigilators must have been thoroughly trained to undertake their duties (see chapter 12 of ICE).

Rules relating to Centre staff other than exams officers and invigilators

Senior members of Centre staff approved by the head of Centre, who have not taught the subject being examined, may be present at the start of the examination(s). When entering an examination room, the senior member of Centre staff must identify themselves and their purpose for being there to the senior invigilator and/or exams officer.

Senior members of Centre staff have a very clear role. Principally:
- to assist with the identification of candidates;
- to deal with any disciplinary matters;
- to check that candidates have been issued with the correct question paper for the day, date, time, subject, unit/component and tier of entry if appropriate;
- to check that candidates have the appropriate equipment and materials for the examination;
- to commence the examination.

Under no circumstances may members of Centre staff:
- be present at the start of the examination and then sit and read the examination question paper before leaving the examination room;
- enter the examination room with the intention of accessing the examination question paper;
- have access to the examination question paper unless this is specifically requested by either the exams officer or an invigilator. For example, a possible printing error has been identified and, in the absence of an erratum notice, the exams officer needs this verified by the relevant subject teacher before reporting the issue to the awarding body;
- give any indication of their opinion of a question paper to candidates, verbally or otherwise, having been asked to inspect the content;
- communicate with candidates, (except in timed Art tests and timetabled CCEA and WJEC GCE A2 Science Practical examinations or where maintaining discipline in the examination room). This constraint extends to coaching candidates, reminding candidates which section(s) of the question paper to answer or which questions they should answer;
- enter the examination room and approach candidates, either to prompt them to make an attempt at the examination or to provide support and encouragement;
- enter the examination room and read candidates' scripts.

Support and encouragement may be offered at any point up until the time that candidates enter the examination room. From that moment onwards they are under formal examination

Appendix 3: Emergency evacuation procedure

Emergency evacuation procedure for examinations

If the fire alarm sounds, students will initially remain in their seats and wait for further instruction from invigilators. Premises team will need to let the exams' officer know as soon as possible whether it is a real fire. If it is not a real fire, students will remain in their respective exam rooms. The time for their exam will be paused, and students will stop writing until the fire alarm stops. Once the fire alarm stops, the exam will resume.

A. Roles and responsibilities in the event of an emergency evacuation

1. Exams and Assessment Manager:

   - Ensures invigilators are trained in emergency evacuation procedures and how an incident and actions taken must be recorded.
   - Ensures candidates are briefed prior to exams taking place, on what will happen in the event of an emergency in the exam room.
   - Provides invigilators with the emergency evacuation procedure for every exam room.
   - Provides a standard invigilator announcement for each exam room which includes appropriate instructions for candidates about emergency procedures and what will happen if the fire alarm sounds.
   - Where appropriate, provides details of different procedures or assistance needed for disabled candidates they are invigilating.
   - Provides an exam room incident log in each exam room.
   - Liaises with the SENCo and other relevant staff prior to each exam where different procedures or assistance may need to be provided for a disabled candidate.
   - Briefs invigilators prior to each exam where different procedures or assistance may need to be provided for a disabled candidate.
   - Ensures appropriate follow-up is undertaken after an emergency evacuation reporting the incident to the awarding body and the actions taken through the special consideration process where applicable (in cases where a group of candidates have been disadvantaged by a particular event).

2. Invigilators:
   - By attending training and/or update sessions, ensure they understand what to do in the event of an emergency in the exam room.
   - Follow the actions required in the emergency evacuation procedure issued to them for every exam room.
   - Confirm with the Exams and Assessment Manager, where different procedures or assistance may need to be provided for a disabled candidate they are invigilating.
   - Record details on the exam room incident log to support follow-up reporting to the awarding body by the Exams and Assessment Manager

3. Other relevant centre staff:
   - Support Exams and Assessment Manager and invigilators in ensuring the safe emergency evacuation of exam rooms.

B. In the event of an emergency, the following steps will take place:

- Candidates will be told to stop writing.
- Collect the attendance register (in order to ensure all candidates are present)
- Evacuate the examination room in line with the instructions given by the appropriate authority (SLT/EAM).
- Advise candidates to leave all question papers and scripts in the examination room.
- Candidates must be advised to close their answer booklet.
- Ensure candidates leave the room in silence.
- Ensure 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.
- Make a note of the time of the interruption and how long it lasted.
- Allow the candidates the remainder of the working time set for the examination once it resumes.
- 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 and send it to the relevant awarding body.

C. If the lockdown alarm goes off:

- Premises will need to let the Exam and Assessment Manager know as soon as possible whether a real lockdown is required or not.
- If it is not a real lockdown, students will remain in their respective exam rooms.
- The time will be paused, and students will stop writing until the alarm stops. Once the lockdown alarm stops, the exam will resume.
- The application for special consideration procedure will be followed up afterwards.

D. If it is confirmed to be a real lockdown:

- Students will be instructed by the exam invigilators to crouch under their exam desks and remain silent.
- If it is confirmed as safe to resume the exam after the alarm has finished, this will take place and the application for special consideration procedure will be followed up afterward

Appendix 4: Student Exam Malpractice

A. Candidates must not become involved in any unfair or dishonest practice in any aspect of examinations, non-exam assessments or assignments that form part of the assessment for a qualification, such as:

- sitting an examination in the name of another candidate.
- having possession in the examination room of unauthorised materials such as phones, notes, cases, leaflets, bags, stereos, iPods, MP3/4 players or pagers, Air pods, earphones/earbuds, watches, smart glasses, any other smart devices;
- talking or attempting to communicate with or disturb any other candidate once the exam has started;
- exchanging, obtaining, receiving, passing on information (or the attempt to) which could be assessment related by means of talking, electronic, written or non-verbal communication
- failing to follow instructions issued by the Examinations and Assessment Manager or invigilators during the examination;
- disruptive behaviour in the examination room or during an assessment session (including the use of offensive language)
- failing to follow the conditions of supervision designed to maintain the security of the examination or assessment;
- allowing others to assist in the production of work for, or assisting others in the production of work for, a non-examination assessment or assignment;
- bringing into the examination room notes in the wrong format (where notes are permitted in examinations) or inappropriately annotated texts (in open book examinations)
- copying from another candidate (including the use of technology to aid the copying)
- allowing work to be copied, e.g. posting work on social networking sites prior to an examination/assessment
- deliberate destruction of another candidate's work for a non-examination assessment or assignment;
- the inclusion of offensive comments, obscenities or drawings; discriminatory language, remarks or drawings directed at an individual or group in scripts, controlled assessments, coursework, non-examination assessments or portfolios
- making a false declaration of authenticity in relation to the authorship of a non-examination assessment, assignment or the contents of a portfolio;
- plagiarism:unacknowledged copying from or reproduction of third party sources (including the internet and AI tools); incomplete referencing
- misusing examination and assessment materials and resources such as exemplar materials.
- being in possession of confidential material in advance of an examination;
- theft of another candidate's work.
- use of social media for the exchange and circulation of real or fake assessment material
- Misuse of AI - See AI misuse examples appendix 7
- Word processor must not include AI tools.

B. Malpractice of this sort could lead to sanctions which range from warnings to loss of marks, loss of certification or disqualification for candidates breaching these conditions.

C. Any suspected instances of student malpractice must be reported immediately to Head of Centre for investigation.

Appendix 5: Word Processor Policy

A. References in this policy to AA and ICE relate to/are directly taken from the Access Arrangements and Reasonable Adjustments and Instructions for Conducting Examinations publications.

The use of a word processor in exams and assessments is an available access arrangement. The term 'word processor' is used to describe, for example, the use of a computer, laptop or tablet.

1. The purpose of an access arrangement is to ensure, where possible, that barriers to assessment are removed for a disabled candidate preventing them from being placed at a substantial disadvantage because of persistent and significant difficulties. (AA 4.2.1)
2. The integrity of the assessment is maintained, whilst at the same time providing access to assessments for a disabled candidate. (AA 4.2.1)
3. Although access arrangements/adjustments are intended to allow access to assessments, they cannot be granted where they will compromise the assessment objectives of the specification in question. For example, the use of a practical assistant will not normally be allowed when practical skills are being tested. (AA 4.2.2)
4. Candidates may not require the same access arrangements in each specification. Subjects and their methods of assessment may vary, leading to different demands of the candidate. The SENCo must consider the need for access arrangements on a subject-by-subject basis. (AA 4.2.3)
5. The SENCo must ensure that the proposed access arrangement does not disadvantage or advantage a candidate. (AA 4.2.1)
6. The candidate must have had appropriate opportunities to practice using the access arrangement(s) before their first examination. (AA 4.2.7)

B. The use of a word processor

The Centre will:
1. Allocate the use of a word processor to a candidate with the spelling and grammar check/predictive text disabled (switched off) where it is their normal way of working within the Centre. (AA 5.8.1)
2. Award the use of a word processor to a candidate if it is appropriate to their needs. Needs may include:
   - A learning difficulty which has a substantial and long-term adverse effect on their ability to write legibly.
   - A medical condition, a physical disability, sensory impairment, planning and organisational problems when writing by hand or poor handwriting. (AA 5.8.4)

3. Only permit the use of a word processor where the integrity of the assessment can be maintained. (AA 4.2.1)
4. Not grant the use of a word processor where it will compromise the assessment objectives of the specification in question. (AA 4.2.2)

5. Consider on a subject-by-subject basis if the candidate will need to use a word processor in each specification. (AA 4.2.3)
6. Consider the needs of the candidate at the start of the candidate's course leading to a qualification based on evidence gathered that firmly establishes the candidate's needs and 'normal way of working' in the classroom, internal tests/exams, mock exams etc. and confirm arrangements in place before the candidate takes an exam or assessment (AA 4.2.4)
7. Provide access to word processors to candidates in non-examination assessment components as standard practice unless prohibited by the specification. (AA 5.8.2)

The centre will not:
8. Simply grant the use of a word processor to a candidate because they prefer to type rather than write or can work faster on a keyboard, or because they use a laptop at home. (AA 5.8.4)

C. **Exceptions**

The only exceptions to the above where the use of a word processor would be considered for a candidate would be:

▪ In the event of a temporary injury or impairment, or a diagnosis of a disability or manifestation of an impairment relating to an existing disability arising after the start of the course (AA 4.2.4).
▪ Where a subject within the curriculum is delivered electronically and the centre provides word processors to all candidates (AA 5.8.4).

D. **Arrangements at the time of the assessment for the use of a word processor**

In compliance with the regulations the Centre:

- provides a word processor with the spelling and grammar check facility/predictive text disabled (switched off) unless an awarding body's specification says otherwise (ICE 14.20).

- (Where a candidate is to be seated with the main cohort without the use of an electrical plug socket) checks the battery capacity of the word processor before the candidate's exam to ensure that the battery is sufficiently charged for the entire duration of the exam (ICE 14.21).

- Ensures the candidate is reminded to ensure that their centre number, candidate number and the unit/component code appear on each page as a header or footer e.g., 12345/8001 – 6391/01 (ICE 14.22). If a candidate is using the software application Notepad or WordPad these do not allow for the insertion of a header or footer. In such circumstances once the candidate has completed the examination and printed off their typed script, they are instructed to handwrite their details as a header or footer. The candidate is supervised throughout this process to ensure that they are solely performing this task and not re-reading their answers or amending their work in any way.

- Ensures the candidate understands that each page of the typed script must be numbered, e.g., page 1 of 6 (ICE 14.23).

- Ensures the candidate is reminded to save their work at regular intervals. (Or where possible, an IT technician will set up 'autosave' on each laptop/tablet)
- Instructs the candidate to use a minimum of 12pt font and double spacing in order to make marking easier for examiners (ICE 14.24).

The centre will ensure the word processor (ICE 14.25):

1. Is only used in a way that ensures a candidate's script is produced under secure conditions.
2. Is not used to perform skills which are being assessed.
3. Is not connected to an intranet or any other means of communication.
4. Is in good working order at the time of the exam.
5. Is accommodated in such a way that other candidates are not disturbed and cannot read the screen.
6. Is used as a typewriter, not as a database, although standard formatting software is acceptable and is not connected to an intranet or any other means of communication.
7. Is cleared of any previously stored data.
8. Does not give the candidate access to other applications such as a calculator (where prohibited in the examination), spreadsheets etc.
9. Does not include graphic packages or computer aided design software unless permission has been given to use these.
10. Does not have any predictive text software or an automatic spelling and grammar check enabled unless the candidate has been permitted a scribe or is using speech recognition technology (a scribe cover sheet must be completed), or the awarding body's specification permits the use of automatic spell checking.
11. Does not include speech recognition technology unless the candidate has permission to use a scribe or relevant software.
12. Is not used on the candidate's behalf by a third party unless the candidate has permission to use a scribe.
13. Must not include computer reading (text to speech) software unless the candidate has permission to use a computer reader.
14. Word processors may not include AI tools.

E. **Portable storage medium** (ICE 14.25)

The Centre will is a no USB zone

F. **Printing the script after the exam is over** (ICE 14.25)

The centre will ensure:

1. The word processor is either connected to a printer so that a script can be printed off as a PDF
2. The candidate is present to verify that the work printed is his or their own.
3. A word-processed script is attached to any answer booklet which contains some of the answers.
4. Where an awarding body requires a cover sheet to be completed this is included with the candidate's typed script (according to the relevant awarding body's instructions).

G. **Statement on the criteria Mulberry Academy Woodside uses to award and allocate word processors for examinations:**

The Centre only awards the use of word processors for examinations where it reflects the candidate's normal way of working. A word processor will be awarded to a candidate with:

1. A learning difficulty which has a substantial and long-term adverse effect on their ability to write legibly.
2. A medical condition
3. A physical disability
4. A sensory impairment
5. Planning and organisational problems when writing by hand poor handwriting.

This list is not exhaustive.

The awarding of a word processor for examinations will only be granted with the permission of the SENCo.

When awarding the use of a word processor in examinations, the word processor will have the spelling and grammar check facility and predictive text disabled (switched off).

The only exceptions to this are where a candidate also has approval for the use of a scribe. In these cases, as appropriate to their needs, the candidate may alternatively use:

1. A word processor with the spelling and grammar check facility enabled (N.B. This arrangement will not be permitted in GCSE MFL specifications).
2. A word processor with predictive text/spelling and grammar check facility enabled. (N.B. This arrangement will not be permitted in GCSE MFL specifications).
3. Speech recognition technology with predictive text when the candidate dictates into a word processor. Software (a screen reader) may be used to read back and correct the candidate's dictated answers (N.B. This arrangement will not be permitted in GCSE MFL specifications).
4. Computer software, producing speech, which is used to dictate to a scribe. However, the candidate will not have access to marks awarded for spelling, punctuation and/or grammar unless they have independently dictated spelling, punctuation and/or grammar, and this has been recorded on the scribe cover sheet.

Statement produced by: SENCo
Reviewed by: Deputy Head Teacher

Memory aid for a scribe

I am here to type/write for you in your exam.

I must type/write **exactly** what you say.

I can draw maps, graphs and diagrams, but I can only draw **exactly** what you tell me. I **can't** draw for you in a Design examination.

I can change what I have typed/written, but **only** if you ask me.

If we have problems communicating, I **must** tell the invigilator.

I **can't** give you any help with answers. I **can't** suggest when an answer is finished.

I **can't** tell you which questions to choose. I **can't** tell you when to move on to the next question. I **can't** tell you which questions to do first.

If you are allowed rest breaks, I **can't** type/write in those breaks.

I can read back what I have typed/written, but **only** if you ask me.

I can confirm that I have read and understood the JCQ rules on the use of a **scribe** in an examination.

Name_____

Signed_____

Date_____

Memory aid for a reader

I am here to read for you in your exam.
You **must** make clear what you want to be read.

I can **only** read the instructions and the questions.

I can repeat instructions, but **only** if you make it clear which instructions you want me to read.

I **can't** tell you which questions to choose.
I **can't** tell you when to move on to the next question.
I **can't** tell you which questions to do first.

I can spell words if you ask me, but **only** words on the question paper.

I can read back your answer, but **only** if you ask me.

GCSE English Language examinations:
I can read the questions in the writing section of the paper, but I **can't** read any of the questions or the insert in the reading section.

I can confirm that I have read and understood the JCQ rules on the use of a **reader** in an examination.

Name_____

Signed_____

Date_____

Appendix A: AI misuse examples

Introduction

The following are anonymised examples from recent malpractice cases involving the misuse of AI tools. Please note that although specific subjects are identified in the examples below, the circumstances described, and the associated actions and sanctions could be applied to any qualification as appropriate. We have chosen the following so as to give examples which cover a range of different contexts, including where centres have reported AI misuse concerns and where awarding body assessment personnel have identified potential issues. The final example is an example of what can go wrong when word processors have not been correctly set up for examinations.

Plagiarism – AI misuse

Awarding body: AQA
Qualification: A Level History NEA

A centre reported that the teacher for A Level History had concerns relating to two candidates' NEA submissions. The concerns were that multiple sections were inconsistent with other parts of the candidates' work and the candidates' usual level and style of writing.

The centre used AI detection software to follow up on the teacher's concerns. The centre's review identified the following.

Candidate A: The AI detection software identified the work as being highly likely to have been generated by AI. This candidate admitted using ChatGPT to generate a guideline for their own work and claimed that they had accidentally submitted the guideline instead of their own work.

Candidate B: The AI detection software identified the work as being potentially generated by AI, and likely a combination of AI and human input. This candidate admitted using ChatGPT for some of the content of their work, for both the improvement of their own work as well as the creation of entirely new content.

The centre reported both candidates to the awarding body and provided confirmation that the candidates had been issued all relevant 'information for candidates' documents and that the candidates had signed the declaration of authenticity to declare that the work completed was their own.

Both candidates were found to have committed malpractice. Candidate A was disqualified from the A Level History qualification and candidate B received a loss of all marks gained for the A Level History NEA component.

Awarding body: OCR
Qualification: Cambridge Nationals Enterprise and Marketing

The moderator raised concerns of suspected plagiarism in a unit of the above qualification, due to a lack of referencing seen within candidates' work.

Through using Turnitin, two candidates were identified who may have potentially used AI tools, or Large Language Models (LLMs), to generate content for at least one Learning Objective. These included explanations of different business terms and financial analyses.

One candidate admitted to using ChatGPT in the later parts of their coursework as they had not understood some of the questions and felt that assistance from their teacher was "too infrequent". They stated that their logic was that it was no different to asking a teacher for advice as the AI tool would take information from across the internet and since they were asking specific questions, the 'reply' from the AI tool would be the same as getting teacher advice and feedback.

The other candidate admitted that they had used an AI tool to generate content for their work but couldn't remember which sections of work had been their own.

Although the cohort had been told about plagiarism and how to avoid it, there had been no specific mention of AI tools – despite AI misuse being a form of plagiarism.

Based on the evidence provided by the centre, it was determined that the two candidates would receive zero marks for the affected Learning Objectives.

Awarding body: Pearson
Qualification: Extended Project P301

During a regular review of work for the purposes of identifying potential AI misuse, a candidate's Extended Project submission was identified by detection software as containing several unreferenced sections of AI generated content. A further manual evaluation of the submission concluded that multiple sections of the work included extensive indicators associated with generative AI. Upon contacting the centre, the candidate declined to provide a statement explaining the concerns, and the case was referred to Pearson's Malpractice Committee for consideration.

Following a careful review of the available evidence, the Malpractice Committee found the candidate to be in breach of the JCQ AI Use in Assessments guidance which defines as malpractice "copying or paraphrasing sections of AI-generated content so that the work submitted for assessment is no longer the student's own" and "failing to acknowledge use of AI tools when they have been used as a source of information".

The Malpractice Committee determined that, as the result of the malpractice, the candidate be disqualified from the qualification.

A candidate's word processed exam script was escalated to the malpractice team by the examiner marking it because they had identified frequent American spellings and they felt the highly sophisticated language and concepts it contained were not consistent with GCSE level work.

The candidate's word processed script was reviewed using AI detection software which returned a high probability score for the use of AI. The candidate was asked to provide a statement, in which they denied the use of AI.

After consideration of the evidence gathered, it was decided that the candidate had breached examination conditions and used AI for the production of answers in their examination. The candidate received a loss of all marks gained for a component. Post-results, it was also concluded by the centre that the candidate's marks and grades were not consistent with expectation or previous attainment. Following the outcome of this case and the disparity in performance flagged by the centre, all of the candidate's assessments were processed through AI detection software which showed multiple components were affected. The outcome was that the candidate received a loss of all marks gained for the affected components.

The candidate's word processor had not been correctly set up. Internet access should have been disabled for the word processor, which would have prevented this malpractice from occurring. As part of the investigation, the awarding body sought to ensure that such incidents could not recur. The centre gave details of the steps that would be taken to prevent a recurrence of this issue, which included the re-training of invigilators on word processor set up.

Appendix 8: Authentication Procedures (JCQ)

6. Authentication procedures

6.1 **It is the responsibility of the centre** to ensure each candidate signs a declaration when submitting their work to their teacher for final assessment. This **must** take place as soon as the candidate has completed the assessment. Electronic signatures are acceptable. This is to confirm that the work is their own and that any assistance given and/or sources used have been acknowledged.

Teachers **must not** assess work which has not been properly authenticated. All work must be properly authenticated prior to submission to the awarding body.

Centres **must** record a mark of **'0'** (zero) if the candidate cannot confirm the authenticity of work submitted for assessment.

6.2 Teachers **must** confirm that all of the work submitted for assessment was completed under the required conditions and that they are satisfied the work is solely that of the individual candidate concerned. If they are unable to do so, the work **must not** be accepted for assessment.

All teachers **must** sign the declaration of authentication after the work has been completed. Electronic signatures are acceptable. Failure to sign the authentication statement may delay the processing of the candidate's results.

6.3 Centres should refer to the awarding body's specification to determine whether or not candidates' work must be completed under direct supervision.

6.4 Even if the awarding body's specification does not require direct supervision, teachers must take steps to ensure that candidates' work can be authenticated.

6.5 In most centres, teachers are familiar with candidates' work through class and homework assignments. Where this is not the case, teachers should take steps to ensure they can confidently authenticate candidates' work. This could include candidates completing some work under direct supervision and/or regular discussions with teachers regarding their work.

6.6 If teachers have reservations about signing the authentication statements, due to concerns regarding copying/plagiarism (including the use of AI tools) or collusion, the following points of guidance should be followed.

Additional Links

Further information can be accessed via:

- General Regulation for Approved Centres 2025_2026
- Instructions for Conducting Examinations 2025 _2026
- Access Arrangements and Reasonable Adjustments 2025_2026
- A Guide to Special Consideration 2025_2026
- Instructions for Conducting Non-Examination Assessments 2025_2026
- Information for Candidates _Written Examinations 2025_2026
- Information for Candidates Non-Examination Assessments 2025_2026
- Suspected Malpractice Policies and Procedures 2025_2026
- Post-Results Services 2025
- Appeals Booklet 2025