



EXAMINATION POLICY

2025/2026

GCE, GCSE, CAMBRIDGE

NATIONALS &

CAMBRIDGE TECHNICALS

Reviewed: February 2025	Next review due: February 2026
Governing Body Committee: N/A	CLT contact: Miss Cheryl Lockett
Policy adopted by the Governing Body on: N/A	

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Refer also to the Non-Exam Assessment Policy.

In regards cyber security, we follow the whole school protocol.

The purpose of this exam policy is:

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

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

This exam policy will be reviewed annually by the Exams Officer, Miss Cheryl Lockett.

I. Exam responsibilities

I.1 Exams Officer - Overall responsibility for the College as an exam centre:

- Advises on appeals and re-marks.
- The head of centre is responsible for reporting all suspicions or actual incident of malpractice. Refer to the JCQ document Suspected Malpractice in Examinations and Assessments.
- Martine Blandin-Neaves (KS4) and Mrs E Bell (KS5) prepares and presents reports to the staff, CLT and Governors showing results achieved in relation to expected grades and comparable data for previous years, indicating where future procedural improvements might be made.

Exams Manager – Manages the administration of public and internal exams:

- Advises the College leadership team, subject and class tutors and other relevant support staff on annual exam timetables and application procedures as set by the various exam boards.
- Oversees the production and distribution to staff and candidates of an annual calendar for all exams in which candidates will be involved and communicates regularly with staff concerning imminent deadlines and events.
- Ensures that candidates and their parents/carers are informed of and understand those aspects of the exam timetable that will affect them.
- Consults with teaching staff to ensure the necessary Non-Exam Assessments are completed on time and in accordance with JCQ guidelines.
- Provides and confirms detailed data on estimated entries.
- Receives checks and stores securely all exam papers and completed scripts.
- Identifies and manages exam timetable clashes.
- Accounts for income and expenditures relating to all exam costs/charges.
- Line manages the exams invigilators, organising the recruitment, training and monitoring of a team of exams invigilators responsible for the conduct of exams.
- Despatch candidates' coursework, tracks despatch and stores and any material required by the appropriate awarding bodies correctly and on schedule.
- Arranges for dissemination of exam results and certificates to candidates and forwards, in consultation with the CLT, any appeals/re-mark requests.

- Maintains systems and processes to support the timely entry of candidates for their exams.
- Makes applications for special considerations using the JCQ Special Considerations Regulations and Guidance relating to candidates who are eligible for post exam adjustments.

Exam Contingency person- Supports Exam manager in:

- Preparation for exams in accordance with JCQ guidelines.
- Seating exams in accordance with JCQ guidelines.
- Results of exams in accordance with JCQ guidelines.
- Post Result Service in accordance with JCQ guidelines.

1.2 Headteacher

- Organisation of teaching and learning.
- External validation of courses followed at key stage 4/Post-16.

1.3 Curriculum Leaders of Learning

- Guidance and pastoral oversight of candidates who are unsure about exam entries or amendments to entries.
- Involvement in post-results procedures.
- Accurate completion of Non-Exam Assessment Online recording mark sheets and declaration sheets.
- Accurate completion of entry and all other mark sheets and adherence to deadlines as set by the Exams Officer.
- Stores returned Non-Exam Assessment until the deadline for Enquiries About Results in the Exam Office.

1.4 Teachers

- Notification of access arrangements (as soon as possible after the start of the course).
- Submission of candidate names to heads of department/faculty.

1.5 Access Arrangements Co-Ordinator

- Administers access arrangements on using the JCQ Access Arrangements Regulations and Guidance relating to candidates who are eligible for adjustments in examinations.
- Administration of access arrangements online.
- Identification and testing of candidates' requirements for access arrangements.
- Provision of additional support – with spelling, reading, mathematics, dyslexia or essential skills, hearing impairment, English for speakers of other languages, IT equipment – to help candidates achieve their course aims.

1.6 Candidates

- Confirmation and signing of entries and timetable.
- Understanding Non Exam Assessment regulations and signing a declaration that authenticates the work as their own.
- Adhere to exam regulations.

2. **The Statutory Tests and Qualifications Offered**

The statutory tests and qualifications offered at this centre are decided by the heads of subject.

The statutory tests and qualifications offered are, GCSE, CAMNAT, CAMTECH, AS Levels and A Levels.

The subjects offered for qualifications in any academic year are usually found in the centre's published prospectus for that year. If there has been a change of specification from the previous year, the exams office must be informed by the summer half term in the year the new course starts.

3. **Exam Seasons and Timetables**

3.1 Exam Seasons

External exams are scheduled in November, January (CAMTEC) and Summer. Most internal exams are scheduled in Autumn for year 11, years 13, 14, and Summer for years 10, 12.

Which exam series are used in the centre is decided by the heads of subject in consideration with Miss Cheryl Lockett.

3.2 Timetables

The Exams Office will circulate the exam timetables for both external and internal exams once these are confirmed.

4. **Entries, Entry Details, Late Entries and Retakes**

4.1 Exam Seasons

Candidates are selected for their exam entries by the heads of subject and the subject teachers.

A candidate or parent/carer can request a subject entry, change of level or withdrawal within exam deadlines.

4.2 Late Entries

Entry deadlines are circulated to heads of department via T-drive in the exam folder, and email.

Late entries are authorised by heads of subject but must be confirmed with the Exam Officer. Late fees may be required from subject departments or students.

4.3 Retakes

Retake exams are now only confined to GCSE English and Maths for post 16 students.

5. **Exam Fees**

GCSE initial registration and entry exam fees are paid by the centre.

GCSE Resit and Admin fees are paid by external students re-sitting as private candidates - the college will only accept their own ex-students as private candidates for exams.

GCE /CAMTEC/CAMNAT initial registration and entry exam fees are paid by the centre.

Late entry or amendment fees are paid by the departments or by students.

Candidates or departments will not be charged for changes of tier, withdrawals made by the proper procedures or alterations arising from administrative processes, provided these are made within the time allowed by the Exams Office.

Reimbursement will be sought from candidates who fail to sit an exam or meet the necessary non-exam assessment requirements, or who leave the college before completion of the registered course.

Candidates must pay the fee for an enquiry about a result where the candidate insist on pursuing the enquiry.

(See also section 11.2: Enquiries About Results (EARs)).

6. **The Disability Discrimination Act (DDA), Special Needs and Access Arrangements**

The Access Arrangements Coordinator will gather necessary evidence, complete applications via Access Arrangements Online, and ensure that appropriate adjustments are in place for each candidate in line with JCQ guidelines. Evidence and Form 8s are retained for inspection.

6.1 DDA

The Disability Discrimination Act 2010 extends the application of the DDA to general qualifications. All exam centre staff must ensure that the access arrangements and special consideration regulations and guidance are consistent with the law.

6.2 Special Needs

A candidate's special needs requirements are determined by the SENCO and the educational psychologist/specialist teacher.

The SENCO will inform subject teachers of candidates with special education needs who are embarking on a course leading to an exam, and the date of that exam. The SENCO

can then inform individual staff of any special arrangements that individual candidates may be granted during the course and in the exam.

6.3 Access Arrangements

Making Access Arrangements for candidates to take exams is the responsibility of the Access Arrangements Co-Ordinator under the direction of the Headteacher and the Exams Officer.

Submitting completed Access Arrangement applications to the awarding bodies is the responsibility of the Access Arrangements Co-Ordinator, and those files must be kept in the SENCO's area for JCQ inspection at any time.

Rooming for Access Arrangement candidates will be arranged by the Access Arrangements Co-Ordinator with the Exams Officer.

Invigilation and support for Access Arrangement candidates will be organised by the Access Arrangements Co-Ordinator with the Exams Officer.

7. **Estimated Numbers**

The heads of subject will submit estimated numbers to the Exams Officer when requested, and this information is supplied to exam boards at their requested time.

8. **Managing Invigilators and Exam Days**

8.1 Managing Invigilators

External invigilators will be used for exam supervision. They will be used for all external exams.

The recruitment of invigilators is the responsibility of the Exams Office.

Securing the necessary disclosure and Barring Service (DBS) clearance for new invigilators is the responsibility of the centre administration.

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

Invigilators are timetabled and briefed by the exams office and are requested to attend the invigilators termly training meetings.

Invigilators' rates of pay are set by the centre administration and reviewed annually in April.

8.2 Exam Days

The Exams Officer will book all exam rooms after liaison with other users and make the question papers, other exam stationery and materials available for the invigilator.

Site management is responsible for setting up the allocated rooms.

The lead invigilator will start all exams in accordance with JCQ guidelines.

Nominated staff (but not staff of the subject exam taking place) may be present at the start of the exam to assist with identification of candidates but must not advise on which questions are to be attempted. If present when the exam has started these staff will remain in the exam room.

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

Exam papers must not be read by subject teachers or removed from the exam room before the end of a session. Papers will be distributed to heads of department/faculty at the end of the exam session.

9. Candidates, Clash Candidates and Special Consideration

9.1 Candidates receive an examination assembly prior to exam season. All regulations are on the College website, provided via Parent App and Show My Homework (Satchel).

The centre's published rules on acceptable dress, behaviour and candidates' use of mobile phones and all electronic devices apply at all times.

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

Disruptive candidates are dealt with in accordance with JCQ guidelines and the College Behaviour policy.

Candidates may leave the exam room for a genuine purpose requiring an immediate return to the exam room, in which case a member of staff must accompany them.

9.2 Clash Candidates

The Exams Officer will be responsible as necessary for identifying escorts, identifying a secure venue and arranging overnight stays.

9.3 Special Consideration

Should a candidate be too ill to sit an exam, suffer bereavement or other trauma or be taken ill during the exam itself, it is the candidate's responsibility to alert the centre, or the exam invigilator, to that effect.

Any special consideration claim must be supported by appropriate evidence within five days of the exam, for example a letter of evidence.

The Exams Officer will then forward a completed special consideration form to the relevant awarding body within seven days of the exam.

10. Non Exam Assessments and Appeals Against Internal Assessments

10.1 Non Exam Assessments

Candidates who have to prepare portfolios should do so by the end of the course or centre-defined date.

Candidates will be notified of their centre assessed marks four weeks before the marks are submitted to the awarding body date to allow one week for candidates to request a review of the centre's marking, and one week for the review to take place (Appendix I). The remaining two weeks will be for any Appeals Against the Internal Assessment.

Heads of department will ensure all Non Exam Assessments are ready for despatch at the correct time and the Exams Officer will keep a record of what has been sent when and to whom.

Marks for all internally assessed work submitted by heads of subject online and a copy is retained in the Exams Office.

10.2 Appeals Against Internal Assessments

The centre is obliged to publish a separate procedure on this subject (Appendix2), which is available from the Exams Office.

The main points are:

- Appeals will only be entertained 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 non-exam assessment has been assessed unfairly, inconsistently or not in accordance with the specification for the qualification.
- Appeals should be made in writing two weeks before marks are submitted to awarding body to the head of centre (or other nominee) who will decide whether the process used conformed to the necessary requirements.
- The head of centre's findings will be notified in writing, copied to the Exams Officer and recorded for awarding body inspection.

11. Results, Enquiries About Results (EARs) and Access to Scripts (ATS)

11.1 Results

Candidates will receive individual results slips on results days in person at the centre/by post to their home addresses (candidates to provide sae), or a letter is given in by a member of family or friend with permission to pick up the result.

Arrangements for the College to be open on results days are made by the head of centre. Students can contact the College for alternative arrangements to receive results by post in the self-addressed envelope provided by the student.

The provision of staff on results days is the responsibility of the head of centre.

11.2 Enquiries About Results (EARs)

EARs may be requested by centre staff or candidates if there are reasonable grounds for believing there has been an error in marking. Consent of candidates is required.

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

(See section 5: Exam Fees).

11.3 Access To Scripts (ATS)

After the release of results, candidates may ask subject staff to request the priority return of papers within three days scrutiny of the results. This will be paid by the candidate.

If a result is queried by the college, the Exams Officer, teaching staff and head of centre will investigate the feasibility of asking for a re-mark at the centre's expense. However, agreement by the candidate is required.

Centre staff/students may also request scripts for investigation or for teaching purposes. Consent of candidates is required.

12. Certificates

Certificates are presented in person, posted recorded delivery (candidates are to provide stamped addressed envelope) and collected and signed for.

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

Certificates are not withheld from candidates who owe fees.

The centre retains certificates for two years after which they are securely destroyed in line with JCQ and GDPR regulations.

13. Contingency

To prepare for possible disruption to exams as part of TCC emergency planning for incidents occurring during and outside of college hours and making sure staff are aware of these plans. Closure of college, evacuation or if a student misses an exam due to an emergency - alternative arrangements will be discussed with awarding bodies.

Named contingency site: YMCA Torpoint, Antony Road, Torpoint, PL11 2NH

Disruption – In the unlikely event of exam disruption the college will:-

1. Contact the relevant awarding organisation and follow its instructions.
2. Take advice, or follow instructions, from relevant local or national agencies in deciding whether your centre is able to open.

3. Identify whether the exam or timetabled assessment can be sat at an alternative venue, in agreement with the relevant awarding organisation, ensuring the secure transportation of questions papers or assessment materials to the alternative venue.
4. Where accommodation is limited, prioritise students whose progression will be severely delayed if they do not take their exam or timetabled assessment when planned.
5. In the event of an evacuation during an examination will refer to JCQ's [‘Centre emergency evacuation procedure’](#).
6. Communicate with parents, carers and students any changes to the exam or assessment timetable or to the venue.
7. Communicate with any external assessors or relevant third parties regarding any changes to the exam or assessment timetable.
8. After the exam, consider whether any students' ability to take the assessment or demonstrate their level of attainment has been materially affected and, if so, apply for special consideration.
9. Advise students, where appropriate, of the opportunities to take their exam or assessment at a later date.
10. Ensure that scripts are stored under secure conditions.
11. Return scripts to awarding organisations in line with their instructions. Never make alternative arrangements for the transportation of completed exam scripts, unless told to do so by the awarding organisation.

Staff Contingency - In the unlikely event that the Examinations Manager, any trainee Exams Manager or Officer are absent the Exams contingency person is trained to run exams using Information:-JCQ “Instructions for conducting non-exam assessment”, JCQ “Post results service”, JCQ publication “General Regulations for Approved Centres”, JCQ publication “Instructions for conducting exams”, JCQ publication “Special Consideration, JCQ publication “Access arrangements & reasonable adjustments, JCQ Suspect Malpractice and Sims Support can also be contacted for expertise.

Weather Contingency – Awarding bodies have well-rehearsed processes in place to deal with disruption caused by severe weather conditions, which ensure that no student is disadvantaged. It is important to note that rescheduling the examinations is not an option due to the consequences this would have across the system. For example, it would reduce significantly the amount of time schools and colleges have to teach, and students to learn, in preparation for the summer examination series. The integrity of the question papers could also be compromised, as the task of ensuring that all schools and colleges do not offer the examinations on the original scheduled date would be difficult to undertake and guarantee. Taking all the factors in to account, drawing upon experience of previous years and in consultation with the regulators, awarding bodies have agreed the following:-

- Wherever possible the examinations should be conducted according to the centre's published examination timetable. If conditions are so severe that a decision is made to close the school or college, whether by the local authority or the senior leadership team, or where a school or college remains open but some

individual candidates are unable to reach it because of extreme weather conditions, and no alternative arrangements can be made to take the examination at a different location, then the options are:

- Where candidates are entered for examinations but this is not their terminal (final) examination series, they may be entered again.
- Where candidates are sitting units as part of their terminal examination series or no further re-sit opportunity is available, then an application for Special Consideration may be made. The candidate must meet the published criteria for Special Consideration as indicated in the JCQ publication, Access Arrangements, Reasonable Adjustments and Special Consideration.

Room Contingency - In the unlikely event that the usual Room is inaccessible – alternative arrangements will be made within college grounds if possible, if not in another area with awarding body permission.

Lockdown/Bomb Threats/Unforeseen Emergency, (including Cyber Attacks) Contingency – Procedures will follow college Evacuation Procedures policy. Parents/staff/students access website for contingency resulting from unforeseen emergency.

Wider Communications

The regulators, Ofqual in England will share timely and accurate information, as required, with awarding organisations, government departments and other stakeholders. The Department for Education in England will inform the relevant government ministers as soon as it becomes apparent that there will be significant local or national disruption; and ensure that they are kept updated until the matter is resolved. Awarding organisations will alert the Universities and Colleges Admissions Service (UCAS) and the Central Applications Office (CAO) about any impact of the disruption on their deadlines and liaise regarding student progression to further and higher education. Awarding organisations will alert relevant professional bodies or employer groups if the impact of disruption particularly affects them.

Widespread National Disruption

In the event of widespread sustained national disruption, the government departments will communicate with regulators, awarding organisations and centres prior to a public announcement. Regulators will provide advice to government departments on implications for exam timetables.

Designated dates for National Contingency is held in the summer exam series; all candidates **MUST** keep these dates available in case an exam is rescheduled.

The centre also follows the JCQ 'Instructions for Conducting Examinations' and the Joint Contingency Plan (Ofqual/JCQ/Awarding Bodies) in the event of widespread disruption.

14. Candidate Identification Process (JCQ Regulations Section 6.6)

Photographs of all candidates are placed on each exam desk. Invigilators are instructed to verify that the individual seated matches the photograph. Additionally, the Exams Officer and senior members of staff, who are familiar with the cohort, perform visual checks during the exam to ensure correct identification. In the event that a candidate is unknown to the invigilator or exams staff, identification will be verified via the school's student records system or photographic ID.

15. Retention of candidate scripts

Scripts are dispatched securely and promptly using the services approved by the awarding body. Retained materials such as coursework are stored securely until the deadline for reviews or appeals has passed, after which they are returned or destroyed following data protection requirements.

Appendix I – Malpractice policy

In this policy, the term malpractice refers to any act which is:

- a breach of the Regulations; and/or
- a breach of awarding body requirements regarding how a qualification should be delivered; and/or
- a failure to follow established procedures in relation to a qualification;

which: gives rise to

- prejudice to candidates; and/or
- compromises public confidence in qualifications; and/or
- compromises, attempts to compromise or may compromise the process of assessment, the integrity of any qualification or the validity of a result or certificate; and/or
- damages the authority, reputation or credibility of any awarding body or centre or any officer, employee or agent of any awarding body or centre.

In this document, suspected malpractice means all alleged or suspected incidents of malpractice.

Any instances of suspected malpractice are reported immediately to the Head of Centre and Exams Officer, who will follow the JCQ malpractice procedures and report to the relevant awarding body.

To prevent malpractice, the centre will:

- take all reasonable steps to prevent the occurrence of any malpractice.
- Adhere closely to the JCQ guidance: https://www.jcq.org.uk/wp-content/uploads/2023/02/Malpractice_Feb23_v1.pdf
- Ensure that staff involved in the delivery of assessments and examinations understand the requirements for conducting these as specified in the JCQ documents and any further awarding body guidance.
- Ensure that examination officers are appropriately trained, resourced and supported
- Ensure that exams at alternative sites are conducted in accordance with JCQ ICE requirements.

- Ensure that all staff who manage and implement special consideration and access arrangements are aware of the requirements and are appropriately supported and resourced.
- Ensure that members of staff do not communicate any confidential
 - information about examinations and assessment materials, including via social media.
- Ensure that examination clash arrangements are planned and managed effectively.
- Ensure that staff delivering/assessing coursework or non-examination assessments have robust processes in place for identifying and reporting plagiarism or other potential candidate malpractice.
- Ensure that the centre has a culture of honesty and openness so that any concerns of potential malpractice can be escalated appropriately without fear of repercussion.
- Ensure that all JCQ notices, e.g. Information for candidates, nonexamination assessments, coursework, on-screen tests, written examinations, social media, plagiarism are distributed to candidates prior to assessments/examinations taking place.
- Ensure candidates are informed verbally and in writing about the required conditions under which the assessments are conducted, including warnings about the introduction of prohibited materials and devices into the assessments, and access to restricted resources.
- Ensure that candidates are aware of actions that constitute malpractice and the sanctions that can be imposed on those who commit malpractice.
- Ensure that candidates are aware of the sanctions of passing on or receiving (even if the information was not requested) confidential assessment materials. If a candidate receives confidential information, they must report it to a member of centre staff immediately.
- Ensure that candidates involved in examination clash arrangements are aware of appropriate behaviour during supervision, i.e. ensuring that candidates cannot pass on or receive information about the content of assessments, thereby, committing candidate malpractice.
- Ensure that candidates completing coursework or non-examination assessments are aware of the need for the work to be their own.

If suspected malpractice is identified, any member of staff at the centre can report it but this will most likely be the examinations officer. Form JCQ/M1 will be used to notify an awarding body of an incident of candidate malpractice. Form JCQ/M2 will be used to notify an awarding body of an incident of suspected staff malpractice/maladministration. Any allegation that the awarding body decides requires investigation will be investigated in line with JCQ regulations. Information will be gathered by the identified person and if, in the view of the information-gatherer, there is sufficient evidence that an individual may have committed malpractice, that individual will be informed in writing of the allegation made against them and be made aware of all of the evidence that has been gathered against them. The JCQ guidance: <https://www.jcq.org.uk/exams-office/malpractice/> will be followed in full.

Examples of malpractice can be found here: https://www.jcq.org.uk/wp-content/uploads/2023/02/Malpractice_Feb23_v1.pdf page 40.

Artificial intelligence

AI use refers to the use of AI tools to obtain information and content which might be used in work produced for assessments which lead towards qualifications. **AI misuse constitutes malpractice.**

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

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

Students must submit work for assessments which is their own. This means both ensuring that the final product is in their own words, and isn't copied or paraphrased from another source such as an AI tool, and that the content reflects their own independent work.

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

AI misuse is where a student has used one or more AI tools but has not appropriately acknowledged this use and has submitted work for assessment when it is not their own.

Examples of AI misuse include, but are not limited to, the following:

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

The centre will:

- Ensure AI is discussed by the senior leadership team and a clear approach shared
- Explain the importance of students submitting their own independent work
- Ensure the centre's malpractice/plagiarism policy includes clear guidance on how students should reference appropriately (see below)
- Ensure that teachers and assessors are familiar with AI tools, their risks and AI detection tools
- Require students to sign a declaration that they have understood what AI misuse is, and that it is forbidden
- Ensure that each student is issued with a copy of, and understands, the appropriate JCQ Information for Candidates (www.jcq.org.uk/exams-office/information-for-candidates-documents);
- Ensure that teachers are aware they must not use AI tools as the sole marker of student work

Guidance on how to reference properly

It remains essential that students are clear about the importance of referencing the sources they have used when producing work for an assessment, and that they know how to do this.

Appropriate referencing is a means of demonstrating academic integrity and is key to maintaining the integrity of assessments. If a student uses an AI tool which provides details of the sources it has used in generating content, these sources must be verified by the student and referenced in their work in the normal way. Where students use AI, they must acknowledge its use and show clearly how they have used it.

Where AI tools have been used as a source of information, a student's acknowledgement must show the name of the AI source used and should show the date the content was generated. For example: ChatGPT 3.5 (<https://openai.com/blog/chatgpt/>), 25/01/2024. The student must retain a copy of the question(s) and computer-generated content for reference and authentication purposes, in a noneditable format (such as a screenshot) and provide a brief explanation of how it has been used. This must be submitted with the work the student submits for assessment.

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

- Plagiarism in Assessments (<https://www.jcq.org.uk/exams-office/malpractice/plagiarism-in-assessments---guidance-for-teachersassessors/>)
- Instructions for conducting coursework (https://www.jcq.org.uk/wp-content/uploads/2022/08/Coursework_ICC_22-23_FINAL.pdf)
- The Information for Candidates documents (<https://www.jcq.org.uk/examsoffice/information-for-candidates-documents>)

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

Preventing AI misuse in assessments

- a) access to online AI tools is restricted on centre devices and networks;
- b) access to online AI tools is restricted on centre devices used for exams;
- c) Teachers are required to set reasonable deadlines for submission of work and provide reminders;
- d) Teachers are asked to, as appropriate, allocate time for sufficient portions of work to be done in class under direct supervision to allow the teacher to authenticate each student's whole work with confidence;
- e) Teachers are asked to examine intermediate stages in the production of work in order to ensure that work is underway in a planned and timely manner and that work submitted represents a natural continuation of earlier stages;

- f) Teachers are required to introduce classroom activities that use the level of knowledge/understanding achieved during the course thereby making the teacher confident that the student understands the material;
- g) If teachers have doubts about student's work, they are required to engage students in verbal discussion about their work to ascertain that they understand it and that it reflects their own independent work;
- h) Teachers are instructed not to accept, without further investigation, work which they suspect has been taken from AI tools without proper acknowledgement or is otherwise plagiarised

Identifying the misuse of AI by students requires the same skills and observation techniques that teachers are probably already using to assure themselves student work is authentically their own:

- When reviewing a given piece of work to ensure its authenticity, teachers should compare it against other work created by the student. Where the work is made up of writing, one can make note of the following characteristics:
 1. Spelling and punctuation
 2. Grammatical usage
 3. Writing style and tone
 4. Vocabulary
 5. Complexity and coherency
 6. General understanding and working level
 7. The mode of production (i.e. whether handwritten or word-processed)

If the following are seen in student work, it may be an indication that the student has misused AI:

- a) A default use of American spelling, currency, terms and other localisations*
- b) A default use of language or vocabulary which might not appropriate to the qualification level*
- c) A lack of direct quotations and/or use of references where these are required/expected~
- d) Inclusion of references which cannot be found or verified (some AI tools have provided false references to books or articles by real authors)
- e) A lack of reference to events occurring after a certain date (reflecting when an AI tool's data source was compiled), which might be notable for some subjects
- f) Instances of incorrect/inconsistent use of first-person and third-person perspective where generated text is left unaltered
- g) A difference in the language style used when compared to that used by a student in the classroom or in other previously submitted work
- h) A variation in the style of language evidenced in a piece of work, if a student has taken significant portions of text from AI and then amended this
- i) A lack of graphs/data tables/visual aids where these would normally be expected
- j) A lack of specific local or topical knowledge
- k) Content being more generic in nature rather than relating to the student themselves, or a specialised task or scenario, if this is required or expected
- l) The inadvertent inclusion by students of warnings or provisos produced by AI to highlight the limits of its ability, or the hypothetical nature of its output
- m) The submission of student work in a typed format, where their normal output is handwritten
- n) The unusual use of several concluding statements throughout the text, or several repetitions of an overarching essay structure within a single lengthy essay, which can be a result of AI being asked to produce an essay several times to add depth and variety or to overcome its output limit

- o) The inclusion of strongly stated non-sequiturs or confidently incorrect statements within otherwise cohesive content
- p) Overly verbose or hyperbolic language that may not be in keeping with the candidate's usual style

Appendix 2 – Complaints policy

(Related documents – whole College complaints procedure)

Purpose of the procedure

This procedure confirms Torpoint Community College's compliance with JCQ's **General Regulations for Approved Centres** (section 5.8) that the centre will draw to the attention of candidates and their parents/carers their written complaints and appeals procedure which will cover general complaints regarding the centre's delivery or administration of a qualification.

Grounds for complaint

A candidate (or his/her/parent/carer) may make a complaint on the grounds below (this is not an exhaustive list).

Teaching and learning

- Quality of teaching and learning, for example
 - Non-subject specialist teacher without adequate training/subject matter expertise utilised on a long-term basis
 - Teacher lacking knowledge of new specification/incorrect core content studied/taught
 - Core content not adequately covered
 - Inadequate feedback for a candidate following assessment(s)
- Pre-release/advance material/set task issued by the awarding body not provided on time to an exam candidate
- The taking of an assessment, which contributes to the final grade of the qualification, not conducted according to the JCQ/awarding body instructions
- The marking of an internal assessment, which contributes to the final grade of the qualification, not undertaken according to the requirements of the awarding body.
- Candidate not informed of his/her centre assessed marks prior to marks being submitted to the awarding body
- Candidate not informed of his/her centre assessed marks in sufficient time to request/appeal a review of marking prior to marks being submitted to the awarding body
- Candidate not given sufficient time to review materials to make a decision whether to request a review of centre assessed marks
- Candidate unhappy with internal assessment decision (complainant to refer via Cheryl Lockett to the centre's *internal appeals procedure*)
- Centre fails to adhere to its *internal appeals procedure*

Access arrangements and special consideration

- Candidate not assessed by the centre's appointed assessor
- Candidate not involved in decisions made regarding his/her access arrangements
- Candidate did not consent to record their personal data online (by the non-acquisition of a completed candidate personal data consent form)
- Candidate not informed/adequately informed of the arrangements in place and the subjects or components of subjects where the arrangements would not apply
- Exam information not appropriately adapted for a disabled candidate to access it
- Adapted equipment/assistive technology put in place failed during exam/assessment
- Approved access arrangement(s) not put in place at the time of an exam/assessment

- Appropriate arrangements not put in place at the time of an exam/assessment as a consequence of a temporary injury or impairment
- Candidate unhappy with centre decision relating to access arrangements or special consideration (complainant to refer via Cheryl Lockett to the centre's *internal appeals procedure*)
- Centre fails to adhere to its *internal appeals procedure*

Entries

- Failure to clearly explain a decision of early entry for a qualification to candidate (or parent/carer)
- Candidate not entered/entered late (incurring a late entry fee) for a required exam/assessment
- Candidate entered for a wrong exam/assessment
- Candidate entered for a wrong tier of entry

Conducting examinations

- Failure to adequately brief candidate on exam timetable/exam regulations prior to exam/assessment taking place
- Room in which exam held did not provide candidate with appropriate conditions for taking the exam
- Inadequate invigilation in exam room
- Failure to conduct exam according to the regulations
- Online system failed during (on-screen) exam/assessment
- Disruption during exam/assessment
- Alleged, suspected or actual malpractice incident not investigated/reported
- Eligible application for special consideration for a candidate not submitted/not submitted to timescale
- Failure to inform/update candidate on the accepted/rejected outcome of a special consideration application if provided by awarding body

Results and Post-results

- Before exams, candidate not made aware of the arrangements for post-results services and the accessibility of senior members of centre staff after the publication of results
- Candidate not having access to a member of senior staff after the publication of results to discuss/make decision on the submission of a review/enquiry
- Candidate request for return of work after moderation and work not available/disposed of earlier than allowed in the regulations
- Candidate (or parent/carer) unhappy with a result (complainant to refer via exams officer to awarding body *post-results services*)
- Candidate (or parent/carer) unhappy with a centre decision not to support a clerical re-check, a review of marking, a review of moderation or an appeal (complainant to refer via Cheryl Lockett to the centre's *internal appeals procedure*)
- Centre fails to adhere to its *internal appeals procedure*
- Centre applied for the wrong post-results service/for the wrong script for a candidate
- Centre missed awarding body deadline to apply for a post-results service
- Centre applied for a post-results service for candidate without gaining required candidate consent/permission

Complaints and Appeals Procedure

If a candidate (or his/her parent/carer) has a general concern or complaint about the centre's delivery or administration of a qualification he/she is following, Torpoint Community College encourages him/her to try to resolve this informally in the first instance.

A concern or complaint should be made in person, by email or in writing to the head of centre.

If a complaint fails to be resolved informally, the candidate (or his/her parent/carer) is then at liberty to make a formal complaint.

How to make a formal complaint

- A formal complaint should be submitted by completing a **complaints and appeals form**
- Forms are available from Viv Morris
- Completed forms should be returned to Cheryl Lockett
- Forms received will be logged by the centre and acknowledged within 5 calendar days

How a formal complaint is investigated

- The head of centre will further investigate or appoint a member of the senior leadership team (who is not involved in the grounds for complaint and has no personal interest in the outcome) to investigate the complaint and report on the findings and conclusion
- The findings and conclusion will be provided to the complainant within 4 working weeks

Appeals

Following the outcome, if the complainant remains dissatisfied and believes there are clear grounds, an appeal can be submitted.

- Any appeal must be submitted in writing by again completing a **complaints and appeals form**
- Forms received will be logged by the centre and acknowledged within 5 calendar days
- The appeal will be referred to Chair of Governors for consideration
- The Chair of Governors will inform the appellant of the final conclusion in due course

Complaints and Appeals form

Please tick box to indicate the nature of your complaint/appeal

- ☐ Complaint/appeal against the centre's delivery of a qualification
- ☐ Complaint/appeal against the centre's administration of a qualification

Name of complainant/appellant	
Candidate name (if different to complainant/appellant)	
<p>Please state the grounds for your complaint/appeal below:</p> <p>If your grounds are lengthy, please write as bullet points; please keep to the point and include relevant detail such as dates, names etc. and provide any evidence you may have to support what you say Your appeal should identify the centre's failure to follow procedures as set out in the relevant policy, and/or issues in teaching and learning which have impacted the candidate If necessary, continue on an additional page if this form is being completed electronically or overleaf if hard copy being completed</p>	
<p>Detail any steps you have already taken to resolve the issue(s) and what you would consider to be a good resolution to the issue(s)</p>	
Complainant/appellant signature:	Date of signature:

This form must be completed in full - an incomplete form will be returned to the complainant/appellant

Complaints and Appeals log

On receipt, all complaints/appeals are assigned a reference number and logged. Outcome and outcome date is also recorded.

[illegible]

Appendix 3 – Conflict of interest policy

Conflict of Interest Policy

1. Introduction

1.1 Torpoint Community College is required to have in place a Conflict of Interest policy that enables us to identify, manage and mitigate any potential conflict of interest. All staff and other individuals related to the college have a responsibility to be aware of the potential for a conflict of interest.

2. Purpose

2.1 The purpose of this policy is to provide guidance to staff and any other relevant individuals on handling possible conflicts of interest that may arise as a result of their roles as teachers, invigilators, and assessment/exam-related administrators. The policy is designed to protect the integrity of our qualifications and the assessment process. It applies to all staff or other individuals whenever they interact or potentially interact with any of the college assessment/exam related functions. The policy is also designed to protect our staff by providing guidance on handling possible conflicts of interest that may arise as a result of the college's role in delivering courses.

This policy:

- Defines what is meant by 'conflict of interest' in this context
- Describes the issues of conflict of interest in the context of working for the college in an assessment/exam related function or with, or for, an awarding organisation.
- Sets out which conflicts can be managed and how they should be managed, and those which are considered unmanageable and therefore cannot be allowed.
- Illustrates potential conflict of interest situations, some of which are not obvious

3. Scope of Policy

3.1 This policy applies to staff and other individuals who interact or potentially interact with the assessment related work/examinations of the college. This includes individuals involved with all aspects of devising, setting, marking, administering, invigilating, internally quality assuring or any other activity connected with the assessment of candidates and associated supporting resources and services.

3.2 The individuals falling within the scope of this policy include all staff employed by the college on a full-time, part-time, or casual basis.

4. Definition of 'conflict of interest'

4.1 A conflict of interest is a situation in which an individual has competing interests or loyalties, which could compromise or appear to compromise their decisions if it is not properly managed. In this context there is a potential conflict of interest when a member of staff has friends or relatives taking assessments or examinations, at this

college or elsewhere. A conflict of interest occurs where any member of staff who has access to privileged information, or is responsible for making decisions about assessment outcomes, could, potentially, use that information, or their position, to give an unfair advantage to a close friend or relative entered for an examination/assessment at the college or another centre.

4.2 The Joint Council for Qualifications (JCQ) use the term **‘Related People’** to cover close friends and relatives. ‘Related People’ are those with whom the member of staff has a close relationship. It would certainly include spouses, children and siblings, but would also include close friends, relatives and members of the household where there is regular contact, such that privileged information might be shared inappropriately. A step-relative, cousin, niece etc. would count if the contact with that person was close and frequent.

4.3 A conflict of interest also occurs if any member of staff is entered for an examination or assessment at the college or elsewhere.

5. Principles

5.1 The college will:

- Review its processes annually to ensure that all conflicts of interest or potential conflicts of interest are managed and resolved
- Ensure that anyone who has access to confidential assessment material for a qualification understands the confidential nature of the content
- Ensure that all members of staff declare any interest in friends, family or other ‘Related People’ sitting examinations
- Ensure that no member of staff is asked to assess, invigilate or internally verify the work of a student who is a family member, other relative or close friend
- Ensure that no member of staff uses their role within the college to compromise the security and confidentiality of all assessment documents including examination papers
- Ensure that no member of staff makes live assessment materials available to individuals, whether or not students of the college, when not specifically tasked with assessing them as part of a timetabled activity

6. Responsibilities

6.1 Line managers are responsible for ensuring that all new staff are aware of, and understand, the Conflict of Information policy. Any day-to-day concerns identified by an individual should be raised with their line manager

6.2 The Exams Office will ensure that all JCQ requirements are adhered to and will maintain appropriate records accordingly (see **annexe I**)

6.3 All individuals will be required annually to read and understand the Conflict of Interest Policy

6.4 The most important feature of the policy is the requirement that individuals should always disclose an activity if there is any doubt about whether it represents a conflict of interest. A conflict of interest occurs where any member of staff who has access to privileged information, or is responsible for making decisions about assessment outcomes, could, potentially, use that information, or their position, to give an unfair advantage to a close friend or relative entered for an examination/assessment at the college or another centre. Prior to each examination series, all staff and other relevant individuals must inform the exams office of any 'Related People' being entered for examinations at the college and also at any other examination centre, during that exam series, if there is a potential conflict of interest. They do this by completing the form in **annexe 2**. Communication should be directly to the Examinations Manager who will liaise with the Assistant Principal (Students). Disclosures should be made as soon as potential or actual conflict is discovered.

6.5 Any concerns that the individual feels are urgent should be communicated immediately to the Examinations Manager and may be done so in confidence. It is an individual's right to raise concerns relating to the conflict of interest directly with the senior leadership team and to receive a response to their concerns.

7. Equality impact and monitoring the policy and procedure

7.1 In monitoring the impact of this policy and procedure, the College will have due regard to its Equality and Diversity Policy and its single Equality Duty. It will consider any concerns raised or complaints received, based on student and staff data, feedback, surveys and/or professional judgement. If you have a question or a suggestion to improve the policy, please contact the Assistant Principal (Students).

Annexe I

Conflict of Interest log Exam series (for Exams Office use)

Date recorded	Staff name & job title(s)	Interest declared	Nature of any potential Conflict of Interest	Specific Conflict of Interest	Steps being taken to manage the risk represented by any Conflict of Interest
	<i>Example</i>	<i>Sitting exam/assessment at this centre</i>		<i>Declared to awarding body</i>	<i>The following protocols are in place: (to prevent the member of staff having access to exam/assessment materials prior to the exam/assessment and that other centre staff are briefed on maintaining the integrity and confidentiality of the examination materials)</i>

This log will be kept for a minimum of one year after results have been issued for the relevant exam series

Annexe 2 Declaration of Interest form (for staff use)

The awarding bodies are required by the qualification regulators to ensure that any Conflict of Interest in relation to the design, delivery and awarding of examinations/assessments is identified, recorded and managed effectively. In turn, centres are required to take all reasonable steps to ensure that the awarding bodies are able to comply with this regulatory condition.

A **Conflict of Interest** occurs where any member of staff who has access to privileged information, or is responsible for making decisions about assessment outcomes, could, potentially, use that information, or their position, to give an unfair advantage to a close friend or relative entered for an examination/assessment at your or any other centre. A Conflict of Interest also occurs if any member of your centre's staff is entered for an examination/assessment.

Therefore, centres are required to inform the awarding bodies for any of their specifications of any specific Conflict of Interest. To ensure our centre complies, you **must** declare (by ticking) any of the statements that apply to you and complete the required information in the white boxes.

Your name		Your job title(s)	
Subject(s) you teach (if applicable to your role)			

- ☐ I will be sitting an exam/assessment at this centre in the Summer 2022 exam series

	Awarding body	Qualification type	Specification (subject)
Qualification(s) I am to be entered for			
Steps I have taken to seek an alternative centre at which to sit the qualification(s)			

- ☐ I have access to confidential assessment materials (in the centre's secure storage facility and/or through an awarding body secure extranet site) and I am entered for an exam at another centre in the Summer 2022 exam series

Qualification(s) I am entered for	Awarding body	Qualification type	Specification (subject)
Entering centre name			
Entering centre number			

‘Related People’

‘Related People’ are those with whom you have a close relationship. It includes spouses, children and siblings, close friends, relatives and members of the household where there is regular contact, such that privileged information might be shared inappropriately. A step-relative, cousin, niece, etc., would count if the contact with that person was close and frequent.

- ☐ I have access to the centre’s secure storage facility and I have a one or more ‘Related People’ sitting exams, at this centre or elsewhere (where more than one related person complete a separate form)

☐

Name of related person (the candidate)			
Where the candidate is sitting	<input type="checkbox"/> This centre <input type="checkbox"/> Another entering centre (tick box as applies)		
Candidate number (if this centre)		Relationship to me	
Entering centre name			
Entering centre number (if known)			

- ☐ I am involved in making assessment decisions for centre-marked components for ‘Related People’ (where more than one related person, please complete a separate form)

Name of related person (the candidate)			
Candidate number		Relationship to me	

Qualification(s) candidate to be entered for	Awarding body	Qualification type	Specification (subject)

**Date declaration(s) made:
declaration(s):**

Signature to confirm

This completed form (including date and signature) must be returned to the Exams Office as soon as the potential conflict of interest is identified and certainly well before any assessment has taken place.

The declaration(s) you have provided will be used to inform the relevant awarding body/bodies where a specific Conflict of Interest is identified and to record the steps being taken by the centre to manage the risk represented by any Conflict of Interest. You will be informed where any steps directly affect you. All records are subject to inspection by the JCQ/awarding body on request and will be kept for a minimum of one year after results have been issued for the relevant exam series.

FOR HEAD OF CENTRE/EXAMS OFFICER USE ONLY

Date	Action
	Completed declaration form received
	Recorded on Conflict of Interest log
	Awarding body/bodies informed of specific Conflict of Interest (where applicable)
	Member of staff informed of steps to manage the risk represented by specific Conflict of Interest

Appendix 4 – Review of marking

EXAMINATIONS POLICY

Reviews of marking - centre assessed marks (GCE coursework, GCE and GCSE non-examination assessments)

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

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

1. Torpoint Community College will ensure that candidates are informed of their centre assessed marks so that they may request a review of the centre's marking before marks are submitted to the awarding body.
2. Torpoint Community College will inform candidates that they may request copies of materials to assist them in considering whether to request a review of the centre's marking of the assessment.
3. Torpoint Community College will, having received a request for copies of materials, promptly make them available to the candidate.
4. Torpoint Community College will provide candidates with sufficient time in order to allow them to review copies of materials and reach a decision.
5. Requests for reviews of marking **must** be made in writing.
6. Torpoint Community College will allow sufficient time for the review to be carried out, to make any necessary changes to marks and to inform the candidate of the outcome, all before the awarding body's deadline.
7. Torpoint Community College will ensure that the review of marking is carried out by an assessor who has appropriate competence, has had no previous involvement in the assessment of that candidate and has no personal interest in the review.
8. Torpoint Community College will instruct the reviewer to ensure that the candidate's mark is consistent with the standard set by the centre.
9. The candidate will be informed in writing of the outcome of the review of the centre's marking.
10. The outcome of the review of the centre's marking will be made known to the head of centre and will be logged as a complaint. A written record will be kept and made available to the awarding body upon request. Should the review of the centre's marking bring any irregularity in procedures to light, the awarding body will be informed immediately.

After candidates' work has been internally assessed, it is moderated by the awarding body to ensure consistency in marking between centres. The moderation process may lead to mark changes. This process is outside the control of Torpoint Community College and is not covered by this procedure.

Appendix 5 - Appeals

APPEALS AGAINST INTERNALLY ASSESSED MARKS

(GCSE/GCE Non-Exam Assessment and GCE Coursework marks)

TORPOINT COMMUNITY COLLEGE is committed to ensuring that whenever its staff mark candidates non-exam assessment/coursework this is done fairly, consistently and in accordance with the awarding body's specification and subject-specific associated documents.

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

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

1. Appeals should be made as early as possible, and no later than two week before the marks are submitted to the awarding body.
2. Appeals must be made in writing by the candidate's parent/carer to the Examinations Officer.
3. The head of centre will appoint a senior member of staff i.e. and Assistant Headteacher or Deputy Headteacher, to conduct the investigation. The senior member of staff will not have had any involvement in the internal assessment process for that subject.
4. The purpose of the appeal will be to decide whether the process used for internal assessment conformed to the awarding body's specification and subject-specific associated documents.
5. The appellant will be informed in writing of the outcome of the appeal, including any relevant correspondence with the awarding body, and any changes made to internal assessment procedures.
6. The outcome of the appeal will be made known to the Headteacher and will be logged as a complaint. A written record will be kept and made available to the awarding body upon request. Should the appeal bring any irregularity in procedures to light, the awarding body will be informed.

After candidates' work has been internally assessed, it is moderated by the awarding body to ensure consistency in marking between centres. The moderation process may lead to mark changes. This process is outside the control of TORPOINT COMMUNITY COLLEGE and is not covered by this procedure.

Appendix 6 – Emergency evacuation procedures

Torpoint Community College

Emergency evacuation procedure for examinations

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

Reference should also be made to the following document -

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

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

- Stop the candidates from 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.
- Advise candidates to leave all question papers and scripts in the examination room.
- Candidates should leave the room in silence.
- Make sure that the candidates are supervised as closely as possible while they are out of the examination room to make sure there is no discussion about the examination.
- Make a note of the time of the interruption and how long it lasted.
- Allow the candidates the full working time set for the examination.
- If there are only a few candidates, consider the possibility of taking the candidates (with question papers and scripts) to another place to finish the examination.
- Make a full report of the incident and of the action taken, and send to the relevant awarding body.